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ABSTRACT

In this handbook is described a 7-State comprehensive planning process that incorporates goal development. A section on goal development explains what goals are, how they can be developed by the community, what happens after they have been written and accepted by the district, and provides several examples of goals developed by other State and local education agencies. Another section describes three types of models -- conferences, interviews, or surveys -- that were designed and field tested by the "Our Schools" project. In a section on managing goal development activities, the duties of the advisory council, the managing body for the goal development process, are outlined. Included are factors to be considered in choosing goal development activities, a sample program of goal development activities, writing reports, and a sample preliminary report. The appendix contains guidelines for group discussion leaders and recorders, some sample minutes, copies of news releases and letters of invitation, a description of the leadership identification process, a district profile data form, a teacher questionnaire, and a bibliography. (Author/DN)

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GOAL DEVELOPMENT IN EDUCATION

No. 2 in a Series of Handbooks on Comprehensive Planning for Local Education Districts

formerly published as SOURCE

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PLANNING HANDBOOKS FOR LOCAL DISTRICTS

No. 1	Comprehensive Planning in Education
No. 2	Goal Development in Education
No. 3	Needs Assessment in Education
*No. 4	Problem Analysis in Education
**No. 5	Implementation in Education
**No. 6	Evaluation in Education
*No. 7	Planning Bibliography for Education

As of August, 1974

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FOREWARD

During 1972 the Bureau of Planning conducted the "Our Schools" project. The two basic aims of the project were to develop a set of statewide educational goals, and to involve the public in the process of determining the goals. As a result of the publicity about the project, local school districts requested assistance and guidance in applying the "Our Schools" techniques to local efforts to develop goals. Consequently, the Bureau of Planning consolidated its efforts in the form of a handbook for local school districts. This handbook describes the goal development techniques that were subsequently field tested in eight districts over a two-year period.

This Handbook, originally published as SOURCE, is designed to be a simple and logical guide to goal development. Several models are explained, thus permitting a district to select the model or models best suited to local conditions. However, the Handbook provides only some basic tools for achieving community involvement. The success of any program will ultimately depend upon the quality of local leadership and the nature of the community's commitment to educational planning.

CONTENTS

Forward

I. Introduction

A. What is in the handbook? 1
B. How to use the handbook 1

II. Comprehensive Planning Overview

A. What is comprehensive planning? 3
B. General steps in a planning process 3
C. Generic planning model 5

III. Goal Development

A. What is a goal? 7
B. What is goal development? 8
C. Why involve the community? 9
D. What happens after goal development is completed? 9
E. What are the products of a good goal development process? 10

IV. Models

A. What are the models for goal development? 25

1. Conference 26
2. Interview 33
3. Survey and Public Opinion Poll 37

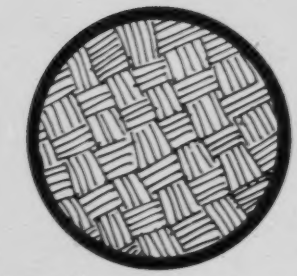
B. Conclusion 43

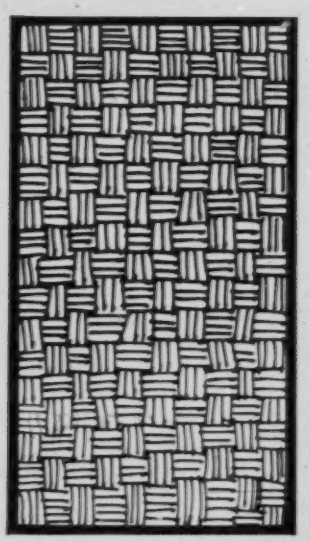
V. Managing Goal Development Activities

A. How to begin a goal development 45
B. Developing a program of activities 48
C. Writing reports 53

VI. Appendix

A. The Leadership Identification Process 57
B. Sample News Releases 61
C. Sample Letter to Community Representative 62
D. A Guide for Group Discussion Leaders 63
E. A Guide for Recorders 65
F. Sample Minutes of an Advisory Council Meeting 66
G. District Profile 68
H. Teacher Questionnaire 69
I. Community Cross Section Criteria 71
J. Bibliography 73





INTRODUCTION

A. WHAT IS IN THE HANDBOOK?

The handbook, Comprehensive Planning in Education, is a guide for designing and carrying out a goal development process in a local school district. The handbook is divided into seven sections: Introduction, Comprehensive Planning, Goal Development, Models, Managing Goal Development Activities, and Appendix.

The section, Comprehensive Planning, describes a seven state comprehensive planning process which incorporates goal development. The explanation of comprehensive planning will help those districts which have not established such a process and are considering setting district goals. They will better understand how goal development fits into an overall planning process and what commitment goal development demands from the district for it to be a meaningful and useful activity.

The section, Goal Development, focuses on goals, what they are, how they can be developed by the community, what happens after they have been written and accepted by the district, and provides several examples of goals developed by other state and local educational agencies.

The next section, Models, describes the three types of models, conferences, interviews, or surveys, designed and field tested by the "Our Schools" project.

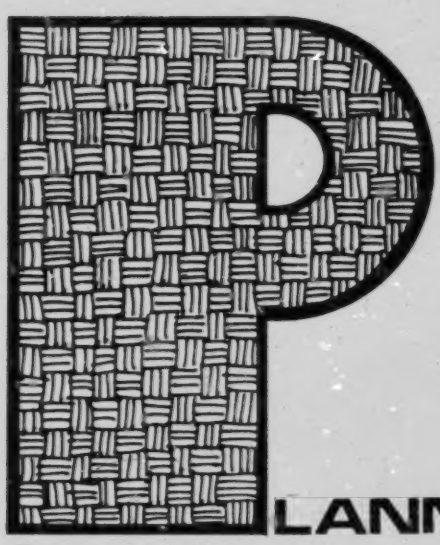
The section, Managing Goal Development Activities, outlines the duties of the advisory council, the managing body for the goal development process. Included are factors to be considered in choosing goal development activities, a sample program of goal development activities, writing reports, and a sample preliminary report.

The Appendix contains guidelines for group discussion leaders and recorders, sample minutes, news releases and letters of invitation, a description of the leadership identification process, district profile data form, teacher questionnaire, and bibliography.

B. HOW TO USE THE HANDBOOK

This handbook attempts to explain thoroughly the procedures in a goal development process developed and field tested by the "Our Schools" project. However, a school district may need additional information about writing survey and interview questions, guidelines for conducting surveys, polls and interviews, and methods of selecting random samples. The section in the bibliography, "Instruments and Techniques for Collecting Data," lists several books concerned with surveys, samples and measurement techniques. Refer to these books for additional information.

It must be stressed that this handbook describes the goal development techniques tested by the "Our Schools" project. Many other goal development techniques exist and can be utilized by a school district. Several of these models are described in the third handbook in this series, Needs Assessment in Education.



LANNING OVERVIEW

A. WHAT IS COMPREHENSIVE PLANNING?

Educational Planning has not always been logical. Frequently educators have created programs, introduced curricula, developed instructional methods, and prepared budgets without first determining what their plans were intended to achieve. A comprehensive planning process attempts to correct this serious defect by answering these questions: Where have we been? Where are we now? Where are we going? Where do we want to go? How can we get there? How will we know when we get there? How will we monitor the process? A comprehensive planning process will help to design, implement and evaluate programs tailored to meet the identified school needs and to fulfill the school goals.

B. GENERAL STEPS IN A PLANNING PROCESS

COMMITMENT TO BEGIN COMPREHENSIVE PLANNING

This procedure is usually initiated by one or more staff members or an administrator who introduces the idea to the district. The school board must then either formally reject or accept the idea of adopting a comprehensive planning process.

GOAL DEVELOPMENT

This step defines the ends toward which efforts are directed. These ends or goals should express the general desired outcomes of the planning process. This stage can come before or after a needs assessment.

NEEDS ASSESSMENT

This stage determines district and school needs. A need can be defined as the difference between "what is" and "what should be," or lack of something requisite, desirable, or useful. Needs should be related to the learner. All other needs, such as institutional ones, should ultimately relate to the learner needs.

PROBLEM ANALYSIS

This stage involves examination of the reasons for the discrepancy between the goals and the needs, identifying the elements of the problem, their causal relationship, the relative impact of each, and the degree to which each can be altered.

GENERATION OF ALTERNATIVE

From this examination of the problem flows the development of various alternative solutions. These alternative methods are analyzed in terms of effectiveness (quality), cost, time, consequences on other goals, impact (quantity), political feasibility, and other side effects.

SELECTION OF ALTERNATIVE

Based upon the analysis of the various alternatives in the preceding step, one of the alternatives is chosen for implementation. In this stage, the decision-makers can include the same group involved in earlier stages or a person or group not previously involved in the process.

IMPLEMENTATION

At this point, the selected program is developed into a plan of operation and carried out by the administrative mechanism. The people who planned the program need not be involved in its implementation, but the program design should provide for feedback to the implementors in order to give an on-going measure of how well the program is meeting the goals and objectives.

EVALUATION

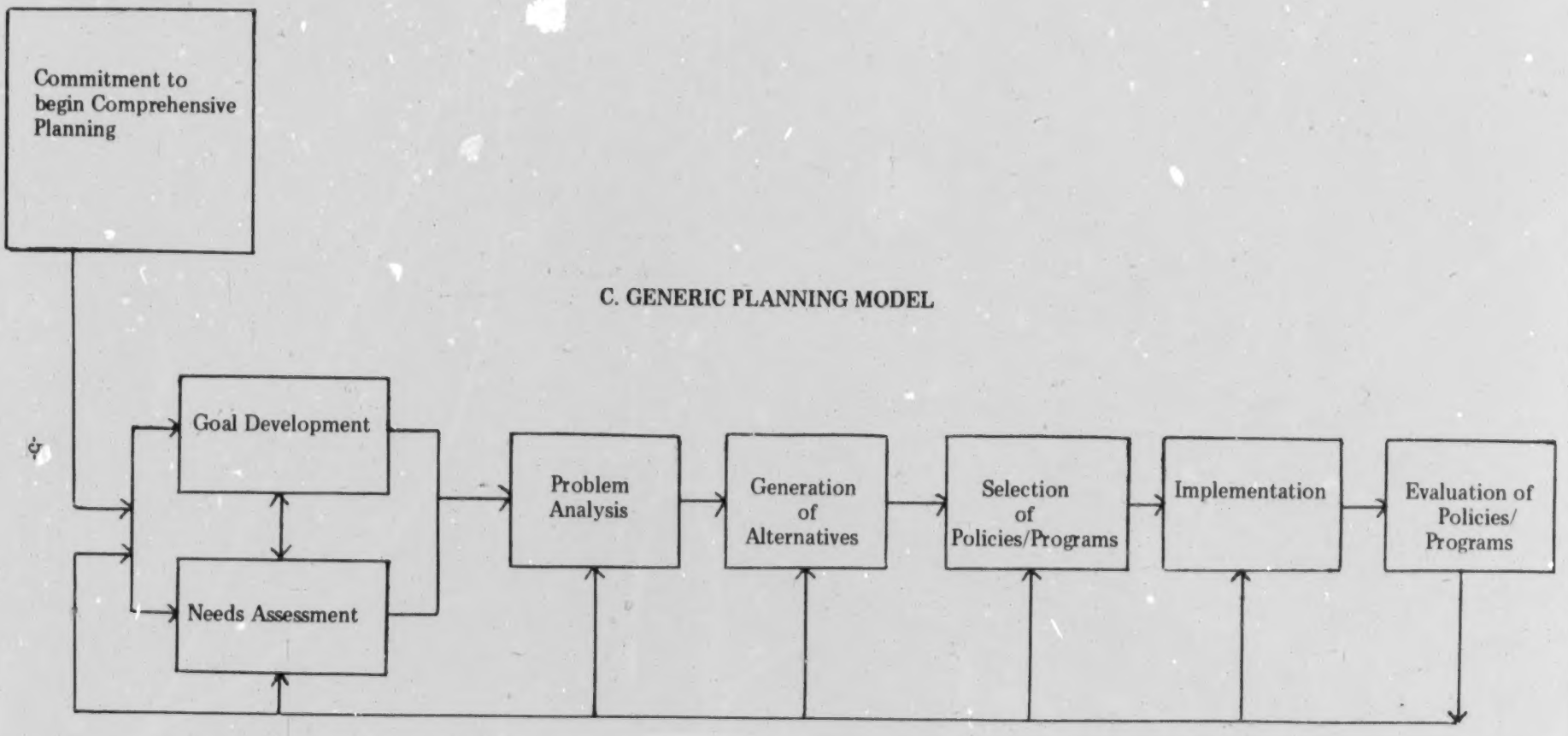
This step examines the success of the implemented programs in achieving the established goals and objectives. Feedback from this stage provides the basis for modifying all the steps of the process in order to improve the attainment of the goals.

RECYCLE

The entire process is repeated because in a rapidly changing society, goals and needs must be continually redefined to reflect new conditions and new priorities.

A more complete description of the Comprehensive Planning model can be found in the first handbook of this series entitled Comprehensive Planning in Education: Handbook No. 3, Needs Assessment in Education, contains more information about the needs assessment stage of the mode. This handbook deals with the development of goals, and reflects the philosophy that the community should be actively involved in setting goals for its own educational system. It should be noted that many of the models for involving the public in goal setting could also be used for involving the community during other stages of the planning process.

C. GENERIC PLANNING MODEL



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OAL DEVELOPMENT

A. WHAT IS A GOAL?

There is much confusion over the definition of a goal. Any of the following definitions are satisfactory:

1. A Goal is an end toward which effort is directed. (Webster's)

2. A Goal is a statement of broad, general purpose or intent. A Goal is general and timeless and is not concerned with a particular achievement within a specified time.

3. A Goal is a statement of intentions or purposes that we would like to achieve and that direct our behavior.

Sometimes goals are grouped as either outcome or process goals. Outcome goals deal with what the student should be able to do as a result of experiences in school. Process goals explain what the school should do to maximize the educational experiences for students. Others claim that goals should only relate to what students should know and be able to do. They believe that all other goals must ultimately relate to students and therefore are means to an end. Since goals are desired ends, only those goals dealing with student achievement are valid goal statements. Goals should be stated in terms of what the students will know, understand, appreciate, exemplify at the completion of their school career. Since goals are statements of what you want things to look like when you are through, you are talking about students when they complete their school career.

Goals are not to be confused with philosophy statements. Some schools may have a highly diversified philosophical statement as well as many goals and objectives. A philosophy is defined as a statement of principles based upon beliefs, concepts, and attitudes from which the educational direction of the district is derived.

Some examples of Phil sophy

- The _____ District has two interrelated tasks: (1) a continuing assessment and development to the greatest degree possible of the human potential within each individual student, and (2)a continuing assessment of the needs ot a changing society and the subsequent preparation of each student for a responsible role in this interdependent society.

- We believe that our schools exist to provide a good program of general education to become effective citizens in a democracy.

- We believe that the schools should foster optimum individual development in various aspects of living: mental, physical, social and moral.

- We believe that the schools exist for the transmission of culture to our youth and also to aid them in developing an improved culture.

Goals and objectives are frequently used interchangeably, especially by lay people. A difference in meaning does exist between the two. Objectives are usually subcategories of goals. Objectives are desired accomplishments which can be measured within a given time and which, if achieved, will advance the system toward a goal. Objectives are quantifiable, desired outputs within a time frame.

Regardless of which definition is used, it is important that all involved know and accept the definition selected. If everyone knows what the terms goals and objectives mean from the start, less uncertainty and disagreement in future discussions should occur.

Sample Goals and Objectives

GOAL **Have a Mastery of Basic Skills**

a. They should be able to read
b. They should be able to utilize the basic processes in math
c. They should be able to communicate with others by means of written or oral language
d. They should be able to study
e. They should be able to search out information for themselves
f. They should be able to think critically and reason logically
g. They should be able to identify, solve and evaluate problems

OBJECTIVES

Writing

Upon completion of the language Arts curriculum students will demonstrate proficiency in the mechanics of English, by writing a composition of not less than 250 words, from a list of suggested topics. There should be no more than five errors in sentence and paragraph structure and no more than 15 errors in spelling, punctuation and capitalization.

Speaking

The learner will be able to deliver a two minute speech from a topic of his/her own choice, utilizing school developed standards and techniques and judged, according to a check list, by the teacher and/or peers.

Reference Skills

The learner will demonstrate the use of tools common to all libraries such as: Card Catalogue, Reader's Guide, Vertical File, Dictionaries, Encyclopedias, Indexes, Atlases, Almanacs, as observed by the instructor during the normal course of library work.

Math

Given problems involving addition, subtraction, multiplication and division of whole numbers, fractions, and decimals, and involving ratio, the learner will demonstrate proficiency by scoring 80% or higher on a teacher prepared test.

Given problems involving measurement the learner will demonstrate understanding by accurately completing 80% of the problems on a teacher prepared test. The problems will include: linear measure, liquid measure, time, weight, money, metric measure.

B. WHAT IS GOAL DEVELOPMENT?

Goal Development is one stage in a comprehensive planning process. It can come before

or after a needs assessment. If done before a needs assessment, the goals tend to be more comprehensive, while goals developed after the needs assessment has been completed are more problem-oriented and narrower in their aims.

The purpose of goal development is to involve large numbers of community, professional staff, and students in a process which will yield goals. These goals will serve as guidelines for current and future programs. On-going school activities should be related to the goals so that current efforts can be focused on the expressed aims (the goals) of the schools. (See Teacher Questionnaire in Appendix, page 69). It is easy to lose sight of the purposes of specific programs and policies. Sometimes certain activities become ends in themselves, rather than means to achieve an end. The establishment of a set of school goals can help relate the numerous compartmentalized activities to the goals of the schools. Those programs and policies which fit should be retained, those which do not relate to the goals, or are opposed to the accomplishment of the goals should be modified or eliminated.

Since the goal development process involves people from different sectors of the community, a wide variety of opinions will be expressed. If an open community conference is held, various groups will hear views different from their own. They will gain some understanding of what others think important. Though their own ideas are not likely to change, they will begin to be aware of new problems, ideas, and views.

C. WHY INVOLVE THE COMMUNITY?

Though individual citizens possess varying degrees of knowledge and concern about education, they do have some ideas about what the schools should be accomplishing. They can constructively contribute to a goal development process. The question is not should the community participate, but rather how and to what extent they should be involved. Chapter Four describes various methods of selecting community participants and of soliciting their views about educational goals.

Frequently the public initially greets important efforts like goal determination with an almost overwhelming skepticism. They do not believe their views will be honestly heard nor will they make a difference in the workings of the school. However, community participation in goal development programs can serve important functions. First, the Board of Education and district personnel will be provided with a current reflection of the community's opinions about educational goals. With this information the district has a better opportunity to make policy decisions responsive to the desires of the community and its students. Second, the members of the community will be given the opportunity to consider and discuss the aims of the schools.

D. WHAT HAPPENS AFTER GOAL DEVELOPMENT?

After the final set of goals have been presented to the School Board and have been accepted, the goal development process is finished, but the planning process does not end, nor do the goals merely sit in a file cabinet. The next step after goal development is to conduct a needs assessment, if it has not been done already. Objectives can be written to relate the goals to on-going programs. Regardless of what is done after the goal development process has been completed, it must be stressed that goal develop-

ment will produce a set of goals, but unless the process continues and relates these goals to current programs, determines district needs and problems, designs new programs and policies to eliminate need and problem areas, and evaluates the results, the goals are worthless statements which will have no impact on the workings of the school district. Professional staff, students, and community will be frustrated and disappointed at the meaninglessness of their efforts in the goal development process, since no visible change will result. They will be wary of any future attempts to solicit their views about the schools. Unless the district is committed to the entire planning process and the inevitable changes that could result, developing a set of district goals will be a fruitless effort for all involved. Planning does not end after goals are established; planning begins in-depth.

E. WHAT ARE THE PRODUCTS OF A GOAL DETERMINATION PROCESS?

Although goals developed in districts tend to be similar in meaning, they can vary greatly in their wording and order of importance. The final set of goals can be written in several ways. In some cases the goals state only what the learner is to know or to be able to demonstrate. Others write a rationale explaining why the goal is important. Some goals are more detailed, containing specific activities which the student will accomplish, while others are more general statements of intent, not listing the various components of the goal.

Some districts list their goals in priority order, some group the goals by level of agreement, those with a large amount of agreement, and those with moderate agreement. Some districts do not attempt to rank the goals by importance, rather they present the entire set of goals as a whole, and do not indicate which are rated more or less important.

The following examples of goals illustrate the various sets of goals that can be developed.

LAWRENCE TOWNSHIP PUBLIC SCHOOLS EDUCATION GOALS

STUDENTS WHO GRADUATE FROM THE LAWRENCE TOWNSHIP SCHOOLS SHOULD:

I. HAVE A MASTERY OF BASIC SKILLS

a. They should be able to read.
b. They should be able to utilize the basic processes of Math.
c. They should be able to communicate with others by means of written and oral language.
d. They should be able to study.
e. They should be able to search out information for themselves.
f. They should be able to think critically and reason logically.
g. They should be able to identify, solve and evaluate problems.

II. HAVE ACQUIRED A STOCK OF BASIC KNOWLEDGE

III. BE ABLE TO FUNCTION AS RESPONSIBLE CITIZENS

a. Honesty.
b. Know about our government and culture.
c. Know about current social problems.
d. Have an appreciation of and respect for law.
e. Have a respect for our country.
f. Be able to exercise the responsibilities of citizenship.

IV. BE ABLE TO MAKE CAREER DECISIONS

a. They should know about academic and vocational opportunities.
b. They should be able to earn a living.
c. They should be able to enter a vocation or college.

V. BE ABLE TO WORK COOPERATIVELY WITH OTHERS

a. Be able to accept all people as individuals regardless of racial or ethnic background.
b. Be able to work with each other in the community.
c. Be able to accept different cultures, life styles and goals.

VI. BE PREPARED FOR A LIFETIME OF CONTINUING DEVELOPMENT

a. They should be able to set their own goals and plan to attain those goals.
b. They should have joy and spontaneity in learning.
c. They should have a positive attitude toward continuing to learn.
d. They should be able to understand themselves.
e. They should have confidence in their own ability.
f. They should be able to face a life of changing social and vocational values.
g. They should be able to determine their own values and opinions.

VII. HAVE OPPORTUNITIES IN THE CREATIVE ARTS

a. Should know about the opportunities for appreciation and self-expressions in the creative arts.
b. Be able to communicate with others through the arts and music.

This goal and the one that follows it are ranked separately in the survey to indicate that they show a pattern different from the seven goals that precede them. The sub-goals that cluster around these two statements have two characteristics:

a. less than 50% of the community rated them high priority items.
b. 10% or more of the community felt they were not the proper responsibility of the schools. In order to point out the different pattern the committee chooses to show these two goals separately.

VIII. BE PREPARED TO ACCEPT RESPONSIBILITY IN PERSONAL MATTERS

a. Be able to manage financial matters.
b. Know about marriage, family life and the responsibilities involved.

IX. BE ABLE TO MAINTAIN MENTAL HEALTH

a. Be able to cope with feelings of loneliness and frustration.
b. Be able to resist competitive pressures and be themselves.
c. Be prepared to emotionally function in a chosen vocation.
d. Be prepared to cope with the realities of society and bureaucracy.
e. Be able to make beneficial use of leisure time.

MORGAN HILL UNIFIED SCHOOL DISTRICT
EDUCATIONAL GOALS

Every student in the Morgan Hill Unified School District must be given the opportunity to develop to his greatest potential.

I. Skill in the fundamental learning process

a. to develop the ability to read effectively.
b. to develop the ability to listen effectively.
c. to develop the ability to speak effectively.
d. to develop the ability to write effectively.
e. to develop the ability to use numbers and mathematics effectively.
f. to develop the ability to observe effectively.
g. to develop the ability to think and reason effectively.
h. to develop the ability to think creatively.

II. An understanding of man as an individual

a. to accumulate knowledge of the psychology of the human being.
b. to accumulate knowledge of the physiology of the human body.
c. to develop conduct and actions based on a sense of the student's own individual worth and dignity and the worth and dignity of every individual.
d. to develop a personal philosophy as a guide to life's choices.
e. to develop an appreciation for beauty in color, sound, word and motion.

III. Competencies in physical skill and health

a. to acquire information concerning health, disease and personal safety.
b. to develop muscular coordination and body control.
c. to develop appropriate physical skills and an attitude toward the need, physically and mentally, for recreational activity
d. to develop a concern for public health and safety.

IV. An understanding of the physical world

a. to accumulate knowledge about the sciences of life.
b. to accumulate knowledge about the sciences of the earth and the universe.
c. to accumulate knowledge about the sciences of physical materials and forces.
d. to understand man-made environment and its relation to natural environments.

V. An understanding of man in society

a. to develop an understanding of the importance of the family and each individual's role and responsibility.
b. to develop knowledge and appreciation for the rights and responsibilities in a democracy at local, state and national lelvels.
c. to accumulate a knowledge and respect for the history of our own and other cultures and civilizations.
d. to develop an understanding of political patterns in our nation and other parts of the world.
e. to develop an understanding of economic principles and patterns.
f. to develop an understanding of social patterns in our own and other cultures.

VI. Competency to contend with future change

a. to accumulate knowledge about the world of work and make appropriate vocational choices.
b. to develop a marketable skill.
c. to develop economic competence and understanding in personal buying, selling and investment.
d. to develop the ability to adjust to a changing environment and the changing demands of society.

MOTHER LODE UNION SCHOOL DISTRICT, CALIFORNIA
EDUCATIONAL GOALS

During the process of elementary education the child should have mastered the ability to learn and to think constructively and critically. The child should be wholly prepared for further education to be continued at the high school level. More specifically, the committee believes that elementary education should be instrumental in development of:

1. A child who has acquired the basic academic skills which will lead to further attainment and accomplishment.

   a. He should have developed a high level of reading skill. Reading is the foundation upon which all education is based. Development of reading should be related to other subjects and should include appreciation of good literature.

   b. He should have received instruction in language, spelling and composition. The importance of English, its correct use in spoken and written form, cannot be overstressed. Language best serves communication when properly used, grammatically and expressively.

   c. He should have developed an understanding of mathematics and its practical applications.

2. A child who has developed the living skills necessary to get along with others:

   a. His education should include a restatement and reinforcement of home-taught values of honor, honesty, loyalty, integrity, dependability, courtesy and respect for self and rights of others.

   b. He should be familiar with methods and benefits of cooperation as exemplified by sports activities, student government and class projects. He should have an understanding of and respect for the laws as a fundamental of cooperative existence.

   c. He should appreciate the value of self-discipline as the individual's answer to arbitrarily imposed discipline and as a matter of enlightened self-interest.

   d. He should have developed an ability to communicate effectively and properly with others. The quality of listening politely to the opinions of others and appraising such opinions fairly and objectively is an important key to communications.

   e. He should have developed the ability to think and act responsibly.

   f. He should have developed an understanding and appreciation of his individual worth as well as that of others. An individual must understand himself before he can understand and relate to others.

3. A child who is experienced in manual skills and recognizes their importance:

   a. He should have been given an opportunity to develop manual dexterity and mechanical abilities and be introduced to the concept and use of tools to round out his development.

b. He should have been encouraged to pursue whatever interest he shows in the manual skills and should have received recognition displayed in this field for outstanding performance.

c. He should have developed an appreciation for the importance and dignity of manual and mechanical work through actual experience in this area.

4. A child who has an appreciation for the parallel development of mind and body:

a. He should have developed an awareness of the value of physical fitness and the development of a healthy body through a proper program of physical education.

b. He should know that improper use of drugs and other excesses may impair mental and physical health, perhaps frustrating his realization of the most fundamental values of life.

c. He should have developed an awareness of the various aspects of mental and physical health and of human growth and development, which are due special consideration and should be included in a well coordinated program as part of the broader subjects in sociology, biology, physiology and anatomy.

5. A child who is aware of his relationship to other people in his community, his nation and the world:

a. He should have developed an awareness of the ways in which his community functions, achieved through contact with local individuals with special expertise in specific fields, and other community resources.

b. He should have developed a realistic understanding of history and of how American history relates to contemporary world events, leading to a lasting and meaningful pride in and loyalty to our country.

c. He should have developed a concept of the meaning of freedom and a sense of the importance of individual civic responsibility in our society.

d. He should be aware that the economic system in the United States has gone hand in hand with our system of political freedom and that each has contributed to the strength of the others.

e. He should have developed an appreciation for and knowledge of the principle cultures of the world together with their interrelationships, their similarities and their differences.

f. He should have achieved familiarity with at least one foreign language as a basis for a better understanding of cultures other than our own. Knowledge of a second language broadens the outlook of the individual, helps him to better understand other cultures and fortifies his knowledge of his own language.

g. He should know that the evolution of civilization has been a slow and often painful process and that the experience of history is the best guide we have to the future, albeit not always a perfect one.

6. A child who has been introduced to and has developed a basic appreciation of the world of science and technology.

a. He should have participated in a balanced program of class work and laboratory activities designed to teach basic concepts and stimulate interest in further achievement.

b. He should have been introduced to the role of computers as a tool in science, business and government.

c. He should have received the opportunity to see science and technology at work, at home and in his own community through a well planned program of field trips and use of community resources.

d. He should be aware of the place of man in his environment and have an appreciation of the probable consequences of unwise conservation practices upon that environment.

7. A child who has experience in and appreciation for the arts as an integral part of life and learning.

   a. He should have developed an appreciation for the graphic, musical, dramatic and literary arts as an adjunct to and extension of the total learning experience.

   b. He should have developed a capability in and appreciation for the arts as a means of personal fulfillment and inspiration.

8. A child who has acquired techniques of creative and independent thought.

   a. He should have been introduced to the creative approach to problem solving.

   b. He should have experience in conceiving and carrying through original ideas.

   c. He should have had practice in pursuing investigations and defending independent conclusions.

   d. He should have developed an appreciation of excellence and good taste.

UTAH STATE BASIC GOALS OF CAREER EDUCATION

1. GOAL: Individuals will develop a sense of self-worth and a positive attitude toward others.

2. GOAL: Individuals will develop a growing awareness of career opportunities throughout the educational system.

3. GOAL: Each individual will understand the operation of the economic systems of our society and factors related to the national, local and individual economy.

4. GOAL: Each individual will acquire a knowledge of the skills necessary to function in a variety of career choices.

5. GOAL: Individuals will learn the steps in decision making and how to effectively plan for career development in an informed and responsible way.

6. GOAL: Each individual will develop the necessary competencies for entry-level employment in a career or careers of his choice.

7. GOAL: Individuals will be able to demonstrate the competencies necessary to acquire employment, be successful on the job and continue to advance in the career of their choice.

NEW JERSEY STATE EDUCATION GOALS

That the public schools in New Jersey should help every person in the State:

To acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.

To acquire a stock of basic information concerning the principles of the physical, biological, and social sciences, the historical record of human achievements and failures, and current social issues.

To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world.

To acquire the knowledge, skills, and understandings that permit him/her to play a satisfying and responsible role as both producer and consumer.

To acquire the ability to form satisfying and responsible relationships with a wide range of other people, including but not limited to those with social and cultural characteristics different from his/her own.

To acquire the capacities for playing satisfying and responsible roles in family life.

To acquire the knowledge, habits and attitudes that promote personal and public health, both physical and mental.

To acquire the ability and the desire to express himself/herself creatively in one or more of the arts, and to appreciate the esthetic expressions of other people.

To acquire and understanding of his/her own worth, abilities, potentialities and limitations.

To learn to enjoy the process of learning and to acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

WISCONSIN STATE
GOALS FOR ELEMENTARY AND SECONDARY PUBLIC EDUCATION

SELF-REALIZATION

Schools of the future will exercise a more concerted effort to aid each child to develop a feeling of self-worth and confidence which will enable him/her to experience a sense of pride and accomplishment in a highly technological, rapidly and dramatically changing society. The individual should develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

The student shall:

1. know and respect himself/herself.
2. recognize his/her strengths and limitations in setting personal goals.
3. develop his/her interests and potentials in order to achieve those personal goals.
4. have insight into one's own value structure, how values affect one's life and relationship with others.

HUMAN RELATIONS

Human Relations is the interaction of individuals with one another and with groups. Schools cannot ignore human relations, because (by means of their social systems, organizational structures, teaching methods, and administrative practices) they teach it whether consciously or not.

Schools shall foster an environment where students, all school personnel, and other community members interrelate to seek self-knowledge and understanding, appreciation, respect and concern for all human beings.

The student shall:

1. understand, appreciate and respect one's self.
2. have a desire to contribute to the well being of society in all areas of his/her life and place a higher value on people than things.
3. understand and appreciate the value systems, cultures, customs and history of his/her own heritage as well as those of others.
4. possess the skills and attitudes necessary to assure the continuing development of:

    a. respect for the rights of one's self and others.
    b. the ability to form satisfying and responsible relationships with a wide variety of people.
    c. skill in group relations.
    d. the ability to initiate and maintain personal friendships.
    e. a recognition of the political, social and cultural interdependence among people of the world.
    f. an understanding of the various domestic and international life styles.
    g. the ability to manage conflicts in values.
    h. respect for the work efforts of one's self and all others.

BASIC SKILLS

Schools are a significant agency of society for the development of basic skills. It is essential that a person be able to interact within a changing society and make reasonable judgments about it. To that end, schools must explore and implement the best possible ways for students to acquire and apply the fundamental skills necessary to learning.

The student shall:

1. comprehend ideas and facts through reading, viewing and listening.
2. communicate ideas and facts through writing and speaking.
3. use the processes of language, science and mathematics.
4. perform psychomotor (mental-physical) activities necessary to learning.
5. use problem-solving techniques and processes used in decision-making.

MENTAL AND PHYSICAL HEALTH

The insistence that our youth develop sound minds and bodies must be a continuing value of a renewing society. Children come to school with different mental and physical capabilities. Schools shall develop self-concepts and physical skills in accordance with each child's potential.

The student shall:

1. have the basic physical and mental health necessary for his/her optimum growth and development.
2. understand the emotional and social aspects of human sexuality.
3. understand the interrelationship of mental and physical health.
4. have an awareness of and an incentive to use community resources essential to assure his/her optimum mental and physical health.
5. recognize leisure time activities as a vital part of human life, and possess sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time.
6. demonstrate knowledge, use and appreciation of safety principles, concepts and practices.
7. possess knowledge concerning the various body systems and how they are affected by dietary habits, physical and mental activity, drugs, alcohol, tobacco and poisons.

CAREER EDUCATION AND OCCUPATIONAL COMPETENCE

In a rapidly changing society where occupations change, appear and disappear, means must be found to equip students to deal with the world of work. Schools must offer students an education that prepares them for alternative occupational, academic and technical programs beyond high school.

The student shall:

1. have respect for the dignity of all occupations and the desire to pursue a satisfying vocation.

2. have acquired a knowledge and understanding of opportunities open to him/her for preparing for a productive life.
3. have developed those occupational competencies consistent with his/her interests, aptitudes and abilities which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

CULTURAL APPRECIATION

Harmony among peoples of the world requires appreciation and understanding of diverse cultures. Students shall have opportunities to learn about various cultures and to deepen their appreciation of their own heritage.

The art forms of a people communicate much that is necessary to know about their culture. In order to heighten this kind of understanding, students should have opportunities to express themselves in a variety of artistic ways.

The students shall:

1. have an appreciation of art, crafts, music, literary and dramatic forms, and their place in the historical and cultural heritage of this and other nations.
2. have the experience and skills necessary for the creative use of leisure time.
3. have an awareness of the importance of and the use of cultural and recreational facilities in his/her community.

LIFELONG LEARNING

Life expectancy is such that the average individual has many productive years beyond his formal school years. At the same time, the world is changing at an ever-increasing rate, constantly requiring new approaches. It is therefore imperative that an individual be prepared to participate in a lifelong learning experience.

The student shall:

1. be responsive to the needs and opportunities to learn afforded by an ever-changing social, economic and political environment.
2. have knowledge of the possibilities for continuing self-development in light of increasing educational and leisure time opportunities.

CITIZENSHIP AND POLITICAL UNDERSTANDING

Citizenship is the quality of an individual's response to membership in the community of the locality, state, nation and world. Because schools are a part of society and because ours is a society based on the premise that people are able to govern and direct themselves through law, it is important that the total school experience offer opportunities for students to learn and practice their roles, rights, and responsibilities within legitimate government.

The student shall:

1. understand the structure, governance and governmental heritage of society (communities, state, national, world).
2. understand the importance of effective participation in fulfilling his/her obligation to society.
3. have developed the skills to participate in a democratic society as a result of his/her total school experience.

ECONOMIC UNDERSTANDING

In the American economic system, students must understand those factors that affect both their own economic condition as well as the standards of living among the world community.

Effective participation in the economy as a consumer and producer of goods and services requires understanding of personal and world economics and the relation of government to economy.

The student shall:

1. learn to evaluate his/her needs, match products to needs and effectively use products and natural resources.
2. understand the various systems of production and distribution, the role and responsibility of the individual in these systems and the ways in which these systems influence the lives of people.
3. understand the relationship between individual consumption of goods and the effect on environment.
4. understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.
5. be aware of the agencies which assist and protect consumers and producers.
6. be aware of national and international business organizations, monetary systems and the effects of government on their economies.

PHYSICAL ENVIRONMENT

The quality of life and ultimately the question of survival depends upon man's ability to live in harmony with his physical environment. Schools must therefore provide experiences leading to the acquisition of knowledge, skills and attitudes that will enable society to develop a balanced use of natural resources that recognizes the concurrent rights of present and future generations.

1. Students shall acquire knowledge and understanding of the social, physical and biological worls and the balance between man and his environment.

   Students shall have:

   a. an understanding of the social, economic and political implications of growth.
   b. knowledge of the basic facts regarding ecological balance and the effect of people, technology and industrialization on altering and maintaining this balance.

c. developed a comprehension and perspective of the world as an integral ecosystem.
d. an understanding of how people and technology alter the natural and physical environment.

2. Students shall have attitudes and behaviors leading to the appreciation, maintenance, protection and improvement of the physical environment.

Student shall acquire knowledge and skills which enable tehm to:

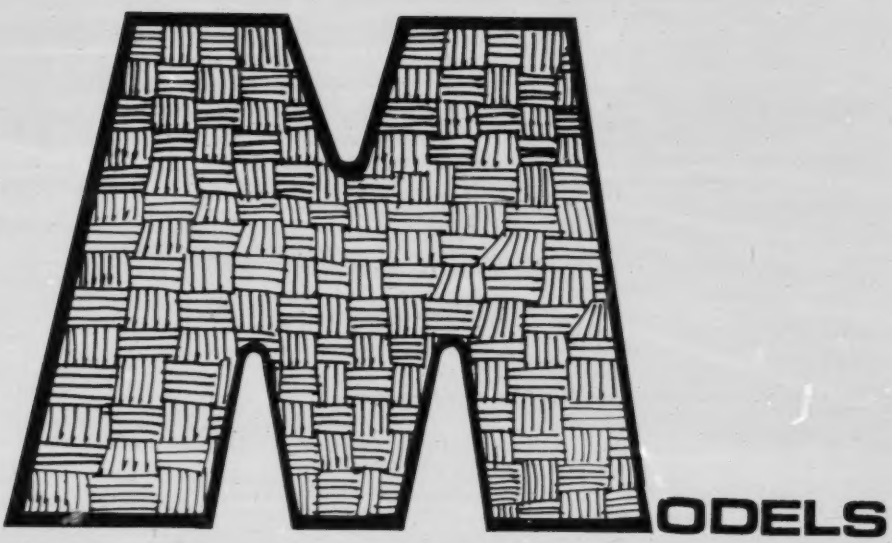
a. improve their personal environment.
b. discriminate in their producing, usage and purchasing practices in relation to ecological considerations.
c. be a responsible developer and user of technology.
d. play an active role in preserving and improving the environment.
e. engage in environmentally compatible life styles.

CREATIVE CONSTRUCTIVE AND CRITICAL THINKING

A student must be able to cope with changes affecting the quality of his life. A student must be prepared to apply imagination, creativity, constructive and critical thinking to personal problems and societal conflicts. The school shall provide an environment where students can develop skills of thinking and where experiences can be examined and integrated.

The student shall:

1. be able to deal effectively with situations which are new to his/her experiences.
2. think and act in an independent, self-fulfilling way and in a considerate and responsible manner toward others.
3. have skills in the logical processes of search, analysis, evaluation and abstract thinking.


MODELS

A. WHAT ARE THE MODELS FOR GOAL DEVELOPMENT?

There are three types of goal development models designed by the "Our Schools" Project for local school use. The first model is a conference with either selected (invited) delegates or an open invitation to the public to attend. Second, selected interest groups or a random sample of district residents, are interviewed. Third, a public opinion poll or a survey can be conducted.

It is possible to execute several of the models sequentially, thus insuring a broader collection of opinions and a means of comparing and contrasting the results (goals) of one method against the results produced using another.

A sample sequence of goal development activities is listed below:

1. Delegate Assembly--the initial collection of opinions.

2. Community Conference--to solicit reaction to and expand upon the initial collection of opinions.

3. A Questionnaire--mailed to community members to assure a broad representation of community opinions.

4. Preliminary Report of Goals--based on information gathered from the above sources.

5. A Town Meeting--to solicit reaction to the tentative report.

6. Final Report of Goals--presented to the community and School Board.

The combination of activities in a goal development process is determined within a district. A few of the activities or a large number of the goal development methods can be applied; the choice is the district's. It must decide which method or methods will produce the most representative set of district or school goals.

I. THE CONFERENCE

Who is involved?

1. An open invitation to community, teachers, administrative staff, students to attend. Anyone who is interested may attend.

2. Delegate Assembly--delegates selected from identified local interest groups such as business, civic leaders, government officials, PTA members, student leaders, should be included. A technique for identifying delegates is explained in the Appendix (see The Leadership Process, Pg. 57).

3. In-House members of the school system participate exclusively in the conference. Though goal development should include people outside the school system, it is possible to involve them in activities after the school personnel have developed a tentative set of goals.

What must be done to conduct a Conference?

1. A facility, centrally located, and large enough to accomodate 50-100 must be reserved.

2. A convenient time and date for the conference must be set.

3. Appropriate publicity must be planned. Publicity is especially important for the open conference since a large attendance (50-100 persons) is necessary. Examples of advertising methods are newspaper a s, T.V. and radio announcements letters, phone calls, posters, letters to student's parents, etc. (See Sample News Releases and Sample Community Letter in Appendix, pages 61-62).

4. Refreshments for the participants, if budget allows, must be ordered.

5. Public address system, tape recorders, paper and pencils, tables and chairs, and other material must be provided.

6. The conference leader and assistants must be appointed and an introductory speech should be written which explains the purpose of the conference and describes the meeting procedures to the participants.

7. Group discussion leaders must be trained in their roles.

How are goals elicited?

The procedure developed by the "Our Schools" Project called Consensus enables goal statements to be gathered in an organized manner. It is designed to evaluate the degree of agreement which exists within a group on a given proposition. This method is not intended to resolve conflicting positions, nor is it intended to obscure minority opinions. Consensus permits all relevant opinions to be stated, discussed, and recorded. The process allows the complex task of gathering various opinions to be completed with a minimum of repetition and delay. For the purpose of explanation, Consensus can be divided into two stages:

In the first stage approximately ten groups are formed, each composed of approximately ten participants. With the assistance of a unit facilitator, each unit then establishes its set of educational goals based on the statements of the participants in the unit. Each group then elects a leader to represent the statements of the group throughout the re-

mainder of the process.

During the second stage a general assembly of all participants is held, with each group represented in the discussion by their elected leader. The assembly then establishes a set of educational goals which combines all the small group goals.

The Consensus process is an approach which has been designed specifically to help bring about active participation by everyone involved.

Stage I

How Consensus works

1. Each participant develops a goal (or goals) using the goal statement solicitor form (see page 29). The group leader helps participants if needed. (see A Guide for Group Discussion Leaders, page 63).

2. Each unit establishes its own set of goals, using the Consensus process that follows:

   a. A group participant reads a goal from the goal solicitor form.
   b. The goal statement is rephrased if necessary.
   c. The goal statement is voted upon by all group participants.

      1) If acceptable to 75% or more of the group, it is ADOPTED.
      2) If acceptable to 25 to 75% of the group, it is TABLED.
      3) If acceptable to 24% or less of the group, it is REJECTED.

   d. The next participant presents a goal statement.
   e. The process is repeated until all the statements have been presented.
   f. When all the goals have been stated:

      1) Return those goal statements which were tabled.
      2) Revise, rephrase, or combine them with previous goals, if needed.
      3) Vote on the goal again.

         a) If accepted by 75% or more the goal is adopted.
         b) If accepted by 50% to 74% the goal is submitted as part of a minority report.

3. Each unit chooses a unit leader to represent that unit in the next stages of the process.

Stage II

1. The unit leaders exchange copies of goal lists with other units.

2. The unit leaders discuss the goal lists of the other units with their own unit in order to determine which goals the unit wishes the unit leader to support in the Unit Leaders Assembly.

Stage III

1. The Unit Leaders Assembly is convened, unit leaders sitting in a circle. All other participants sit around the unit leaders. One empty seat is placed in the inner circle called the "Hot Seat."

2. The unit leaders combine, edit, and deleter goals in order to create a comprehensive list. Other participants may ask questions or make comments by requesting to sit in the "Hot Seat."

3. The final list of goals is presented to all the participants for revision and comments.

Stage IV

The list of goals, with any explanatory materials about the goals or the process by which they were derived is then distributed to the Advisory Council and to anyone else who requests it.

Goal Solicitor Form

Experience has shown that when people come together to discuss goals for their schools they usually come with something specific in mind. It is a good idea to use these specific interests as stepping stones to aid individuals in thinking through their opinions so they can be expressed as goals.

The following form, called the Goal Solicitor Form, uses a series of questions based on the steps that people's thoughts normally follow to originate educational goal statements. The form can be used in either or both of two ways: (1) it can serve as a kind of questionnaire that each individual completes or (2) it can serve as a guide for group leaders as to how discussion can be directed to result in a clear statement of educational goals. Each person may complete one or more forms.

GOAL SOLICITOR FORM

1. State something you think the schools should do.

2. Why should the school do this?

3. What will it do for the student?

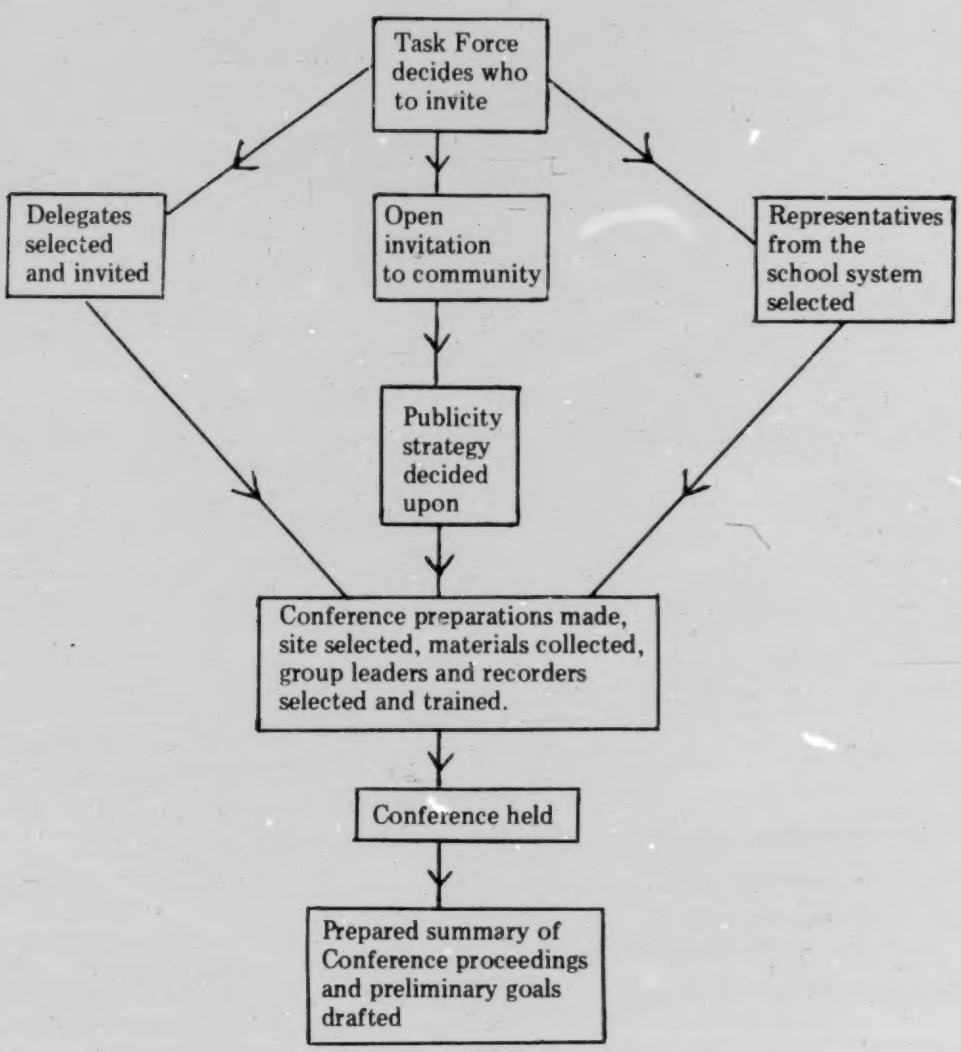
4. Now, complete the following sentence:

A student should (have) (be) (be able to) _____ (fill in)

_____ as a result of experience in school.

The sentence you have completed is an "Educational Goal Statement."

CONFERENCE


Task Force decides who to invite
Delegates selected and invited
Open invitation to community
Representatives from the school system selected
Publicity strategy decided upon
Conference preparations made, site selected, materials collected, group leaders and recorders selected and trained.
Conference held
Prepared summary of Conference proceedings and preliminary goals drafted

2. INTERVIEW

The interview approach consists of a series of meetings with the various identifiable local interest groups or randomly selected community members. A letter stating the purpose and procedure for the meetings should be distributed to all chosen interest groups or community members. Project coordinators should then meet with the persons and groups which agree to participate in the goal development program. The coordinators record the opinions of each person, combine and report the opinions to the council.

The Coordinators should be individuals who are articulate and impartial and trained in interview techniques. Their duties are the following:

1. Explain the purpose and procedure of the interview.

2. Listen to and record (by a predetermined method such as tape recorder, questionnaire) the opinions expressed at each interest group discussion. The coordinators should attempt to keep the comments brief and to the point. However, the coordinator should not attempt to influence the opinions expressed by the participants.

3. Analyze and consolidate the opinions into a final report.

Preparations

1. A list of the formal and informal interest groups or a list of randomly selected community members.

2. A letter explaining the purpose and procedure of the interview to each participant.

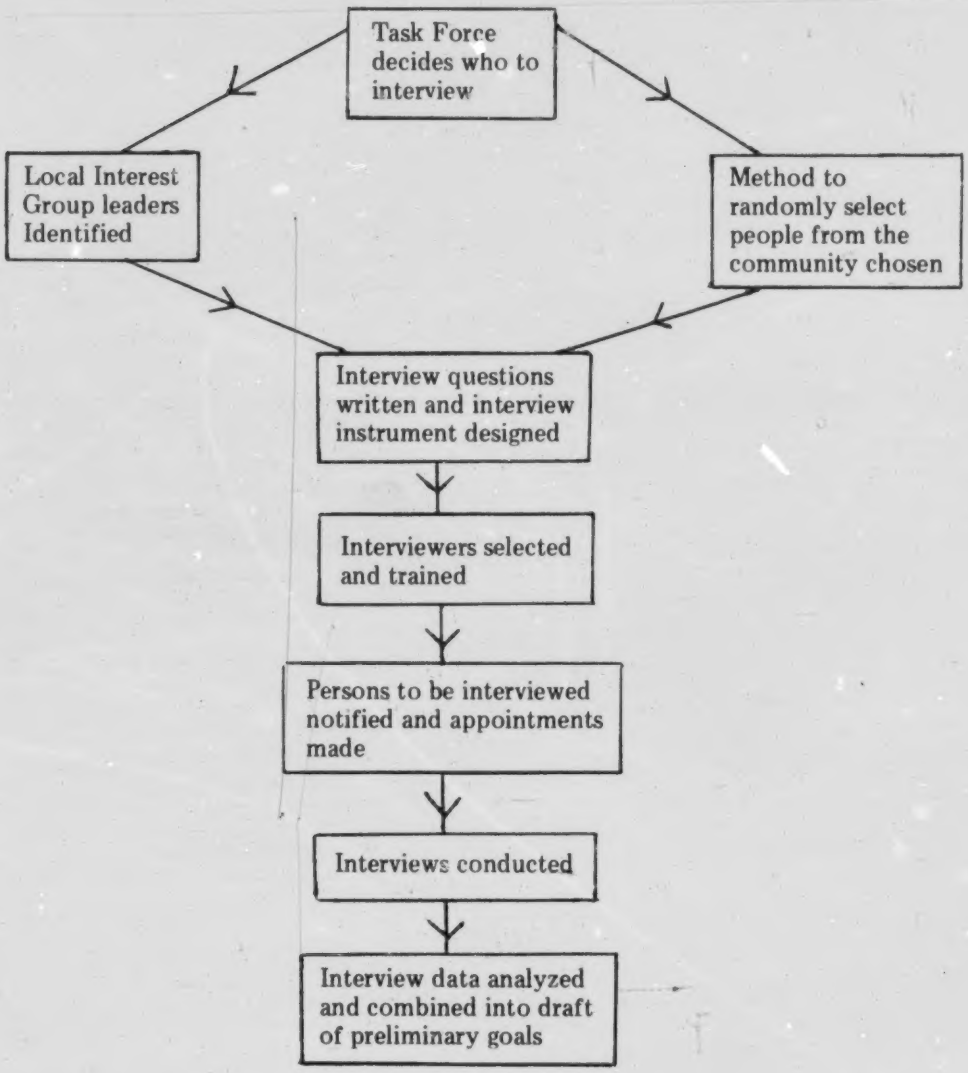
3. A set of questions to be answered during the interview.

4. A method of recording the answers.

5. A training session for coordinators to familiarize them with the project and with interview techniques.

6. A method for analyzing the opinions and combining them into a final report.

INTERVIEW


Task Force decides who to interview
Local Interest Group leaders Identified
Method to randomly select people from the community chosen
Interview questions written and interview instrument designed
Interviewers selected and trained
Persons to be interviewed notified and appointments made
Interviews conducted
Interview data analyzed and combined into draft of preliminary goals

3. SURVEY

The survey is designed to evaluate the degree of agreement or disagreement within a community to a preliminary set of educational goals. It is structured to allow residents to respond to the existing goal statements or to suggest new goals.

The survey can be sent to every resident in a small community or to a random sample in a larger community. The surveys returned will not necessarily be representative of community sentiment, but more information about community feeling about the goals will be gathered. (See sample Opinionnaire, page 38).

Another method of surveying public opinion is the newspaper survey. A questionnaire which can be cut out and returned to the district is printed along with the tentative set of district educational goals, in local newspapers. A short news release explaining the goal development process and the purpose of the survey is also necessary. (See sample Newspaper Survey, page 39).

PUBLIC OPINION POLL

Since polling techniques are complex and time-consuming, a public opinion poll is best conducted by a professional polling organization. In this case it is likely to be costly. Nevertheless, it can provide an added and desirable dimension to the process of gleaning public opinions.

If services from an outside (private firm) are contracted, consideration should be given to arranging that a reusable form or set of questions be developed, and that local personnel (volunteers and others) be trained to conduct interviews so that future surveys need not be so expensive.

If a district decides to conduct a poll themselves, they must decide on the questions to be asked, and the method of selecting a random sample, such as interviewing every tenth citizen listed in the telephone book, etc.

OPINIONNAIRE

Dear Community Member:

The following set of educational goals has been suggested as essential by certain member of our community. Do you feel that these goal statements reflect the goals you desire for our school? Please respond whether you agree with each goal or not. Thank you.

Directions: Place a check ( ) in the appropriate column beside each goal statement.

I. Students who graduate from our schools should:

1. Have a mastery of basic skills.
2. Have acquired a stock of basic knowledge.
3. Be able to function as responsible citizens.
4. Be able to make career decisions.
5. Be able to work cooperatively with others.
6. Be prepared for a lifetime of continuing development.
7. Have opportunities in the creative arts.
8. Be prepared to accept responsibility in personal matters.
9. Be able to maintain mental health.

II. The goal statements to which you just responded represent a partial list of goals suggested by members of your community.

A goal statement refers to a result or outcome of education, not to the means by which that result might be achieved.

Do you have any additional opinions about what students should have learned, have and/or be able to do as a result of their experience in school?

III. The following will help us interpret the results of this opinionnaire:

1. Do you have children? yes no

2. If yes, how many children are in each of the categories below?

_____ pre-school
_____ grades 1-5
_____ grades 6-8
_____ grades 9-12
_____ out of high school

SAMPLE NEWSPAPER SURVEY

At their July meeting the Task Force of _____ District decided that their working draft of goals should be disseminated to both the organizations which the Task Force represents and to the general public via the newspapers. In this way, the Task Force could provide both their constituency and the general public with the opportunity to react to the working draft of goals before putting them in final form.

Along with the draft of the goals, in a full page advertisement the following was published:

PLEASE FILL OUT THIS FORM BY _____ AND MAIL TO
(date)

_____
_____
_____

Please check the statement that most nearly described your response to the goals:

_____ I STRONGLY SUPPORT THESE GOALS.

_____ I SUPPORT THESE GOALS WITH THE FOLLOWING EXCEPTIONS:
(attach comments)

_____ I CANNOT SUPPORT THESE GOALS FOR THE FOLLOWING REASONS:
(attach comments)

Check all appropriate answers:

I AM

_____ PARENT

_____ NUMBER OF SCHOOL AGE CHILDREN

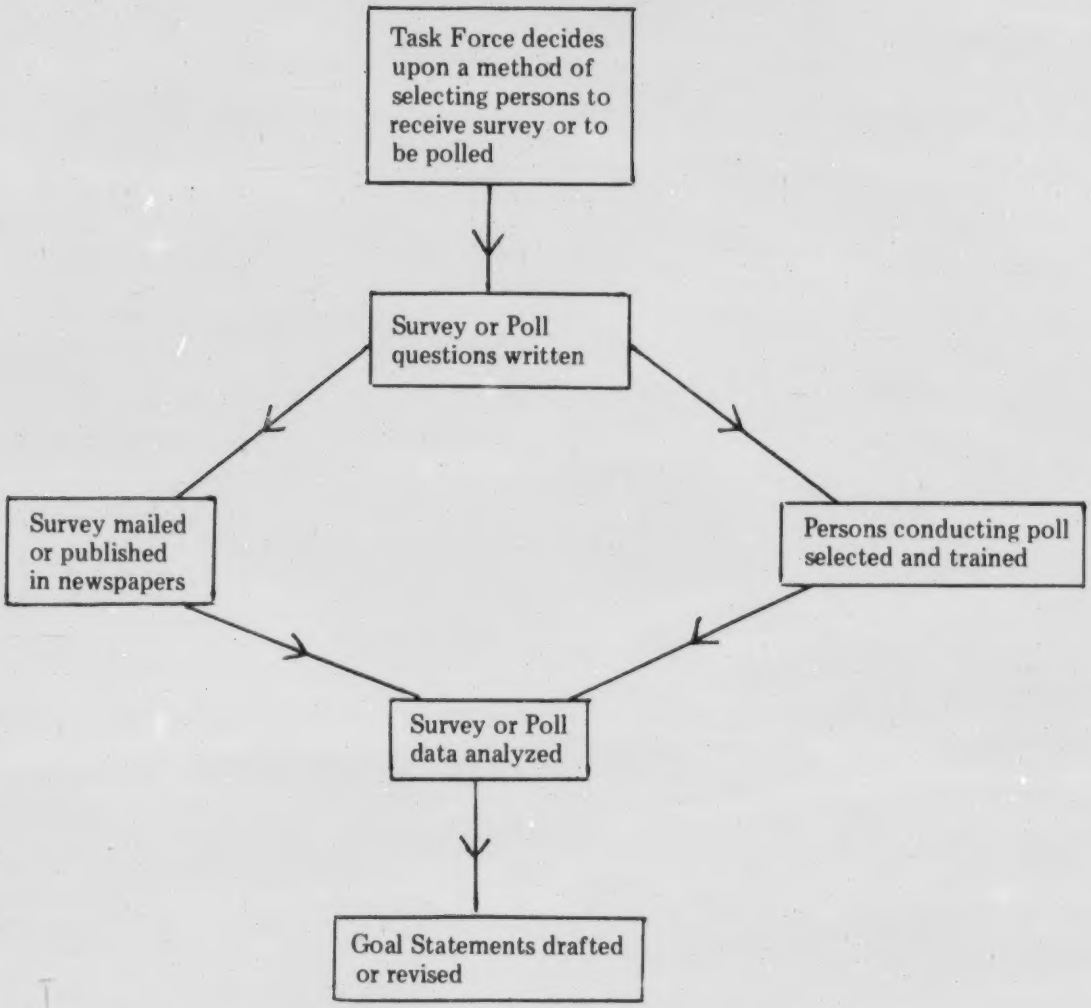
_____ EDUCATOR

_____ JUNIOR/SENIOR HIGH SCHOOL STUDENT

_____ COLLEGE STUDENT

_____ OTHER _____

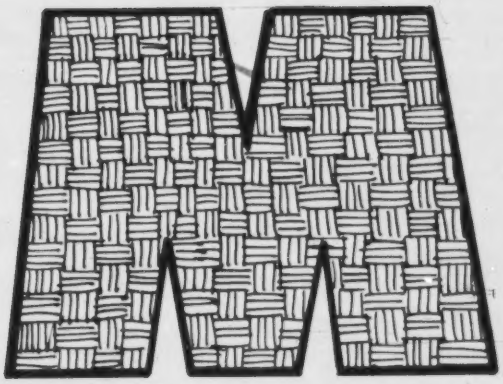
SURVEY OR POLL


Task Force decides upon a method of selecting persons to receive survey or to be polled
Survey or Poll questions written
Survey mailed or published in newspapers
Persons conducting poll selected and trained
Survey or Poll data analyzed
Goal Statements drafted or revised

B. CONCLUSION

The goals of any institution should depend upon that institution's current needs and desires. These needs must be continually redefined in our rapidly changing society. It is not enough to set educational goals in one year and then to expect that these goals will remain relevant forever. Communities should continually re-examine the goals and priorities that they have established for their schools in light of the present and future needs of their students. Realistically, community-oriented goal determination programs should be undertaken at least every five years. It is also not enough simply to establish educational goals. Districts must try to achieve their goals within the context of their current resources. The development and implementation of programs to attain specific objectives should follow the determination of goals. Continuous evaluation of any endeavors should also be an integral part of any district's plans.

It is not enough to significantly involve the community and then allow that interest to dissolve. Citizen interest and communication between the schools and the community are valuable assets which should be actively maintained. The concept of an "educational community," including parents, students, teachers, taxpayers, administrators, elected officials, and the Board of Education is not really new. But cooperation with and contribution to education by the whole community must be insured if our schools are to be able to meet the still unforeseen challenges of the future.



MANAGING GOAL DEVELOPMENT ACTIVITIES

A. HOW TO BEGIN A GOAL DEVELOPMENT

After the decision to start a comprehensive planning process in the district or school has been made, the next step is to create an advisory council (task force) or planning office to oversee the workings of the process. A planning office could be staffed with a full time planner specially trained in educational planning. A task force should be composed of teachers, students, administrators, and community members who have the time, energy, and commitment to the planning activities and products.

CREATING AN ADVISORY COUNCIL

Whether it is called an advisory council, a steering committee, or a task force, the creation and composition of this group is a very important step. The council should be created by a formal resolution of the district Board of Education. Its charge is to develop and implement a program designed to collect the community's opinions about educational goals for the district and to present a comprehensive report to the Board of Education on the opinions collected.

The council should be composed of leaders who have been identified as representative of the district's teachers, parents, students, taxpayers, business and civic leaders, administrators, and School Board members. At times the council will need to make decisions based upon its familiarity with the whole community. A representative council is able to assess the community more realistically. It will avoid unnecessary errors in planning caused by misconceptions about particular community groups. Representative composition is a necessity if the community is to perceive the endeavor as being straight forward and democratic. The council should have from ten to twenty members. (See Community Cross Section Criteria List in Appendix, page 71).

The purpose of the council is to organize and conduct the goal development activities. They are responsible for choosing the kind of goal development process to be followed, i.e., delegate conference, open conference, survey, etc.; scheduling activities and combining the results into a final report for the local school board and community.

Since advisory councils, especially those with a large percentage of community members, tend to be unstructured and vague about their purposes, it is essential that the group leader organize the group meetings carefully. All members should understand the various activities that are part of a goal determination process. They should understand how goal determination fits into a comprehensive planning process. They should understand how they were selected to the advisory council and what their role will be. They must know how much time they will be asked to devote to the goal development process and what types of tasks they will be asked to complete, e.g., preparing a room for a conference, writing letters, making telephone calls, writing reports, making oral presentations, etc. Advisory group meetings should be scheduled only when important planning decisions must be made or when planning activities must be organized and tasks assigned. Before each meeting, an agenda should be mailed to each member and minutes of each meeting should be kept. A sample set of minutes and a guide for recorders are in the Appendix, pages 65-66 .

Each member should be sent the completed District Profile (see Appendix, page 68). This data will familiarize the advisory council members of community characteristics which may affect the educational system and be significant in implementing future plans.

SUGGESTED GUIDELINES FOR OBTAINING COMMUNITY INVOLVEMENT IN A GOALS EFFORT

1. Since the goals effort is an activity entered into by the Board of Education, committees serve in an advisory capacity to assist the Board in this effort. The Board of Education should have a role in determining the representative composition of the committee, and ultimate approval, if desired.

2. However, it is strongly recommended that the various representative groups have a voice in the selection process. Opportunity should be provided for appointees to be chosen by their own peer groups.

3. Each participant brings a unique expertise to the task as well as a willingness to serve. A delicate balance must be sought whereby the individual, though representing "his" group, does not lose sight of the primary purpose--that of identifying the overall concerns of the total community.

4. Any plan should contain provisions for reaching large segments of the community. One of the responsibilities of those directly involved in the project should be to serve as a liaison to the group he represents.

5. A network for personal dissemination of information and reception of feedback regarding the goals effort should be identified with each person being required to define "his" community network and how it will operate. Good communications are essential!

6. Students and recent graduates of the district should participate on the committees as voting members of the project. Educators (including administrators and teachers) on the committee should act primarily as resource experts and remain as non-directive as possible. The committees should not be dominated or constrained by professional staff.

7. Provide opportunities initially for the members of the committee to review examples of various needs assessments and statements of philosophy and goals that other districts and states have generated. Such an approach will provide broader insight of the task and enable the group to quickly establish some basis for discussion.

8. The committee may wish to select some goals from the examples of prepared goal statements which they feel meet their needs and desires, rather than going through the time consuming and tedious process of writing them "from scratch." However, this should in no way restrict the project's efforts to open new vistas and develop imaginative and relevant goals unique to the characteristics of the individual district.

9. Make sure every member of the teaching staff and students are completely aware of the project and the importance of the goals statement. Do not assume that they will automatically become aware of the statement or consider them adequately informed just because it has been circulated. Student body and faculty meetings should allow for discussion and careful consideration of the goal statements.

10. To assure as great an involvement and acceptance of the final product as possible, sufficient time and opportunity should be provided to permit all segments of the total community to carefully review the goals statement and submit suggested revisions prior to adoption.

11. Most districts should not expect complete consensus within all segments of the community; pluralism in the community will surely be reflected in the goals statement.

12. When the goals statements are finalized, they should be sent to the Board of Education for formal adoption. It may be advisable for the Board to hold a public hearing prior to adoption.

13. Evaluation of the degree to which the goals are being reached is an inherent and essential part of this total process. Adequate mechanisms must be provided to accomplish this assessment. In addition don't neglect to continue to evaluate the community's awareness of the goals project and ascertain what feedback can be provided by the citizenry.

14. Provisions should be made for a recycling plan on some periodic time schedule, such as every five years. Goals should never be considered as static, unchanging, or "etched in stone." Determining relevant goals, based on societal needs, is an everchanging, never ending process.

Source: Robert Filep - Evolving Educational Goals for California Schools: From Case Studies. California School Boards Association, Oct. 1970, p. 19-20.

B. DEVELOPING A PROGRAM OF ACTIVITIES

This handbook contains a collection of models for the planning,organization and implementation of programs, any one of which would allow a part of the community to participate in educational goal formulation. However, in general, no single activity is sufficient to achieve a complete reflection of community sentiment or to produce sufficient involvement to promote a community-wide feeling of having participated. Therefore, Goal Development in Education offers a selection of models which can be modified and/or used in combination to solicit a contribution from the whole community. Such a combination of successive activities is referred to here as a Program of Activities. Since the success of a program is governed by, among other things, the number of individuals ultimately reached by that program, an important activity objective should be to give that program the greatest possible exposure within the community.

The advisory council must decide which activities will be conducted during the goal development phase. The program of activities should be designed to involve as many citizens as possible and all segments of the community should be actively solicited. Each of the models in the handbook are easy to use, and produce results, a set of goals. However, if the population that developed the goals was not representative of the community as a whole, then there is a chance the goals do not accurately reflect the views of the public. To avoid this problem, at least two of the models should be conducted and the results compared and combined. Though more time and effort is required, a goal development process will produce better results (goals) if several methods of gathering information about goals is done.

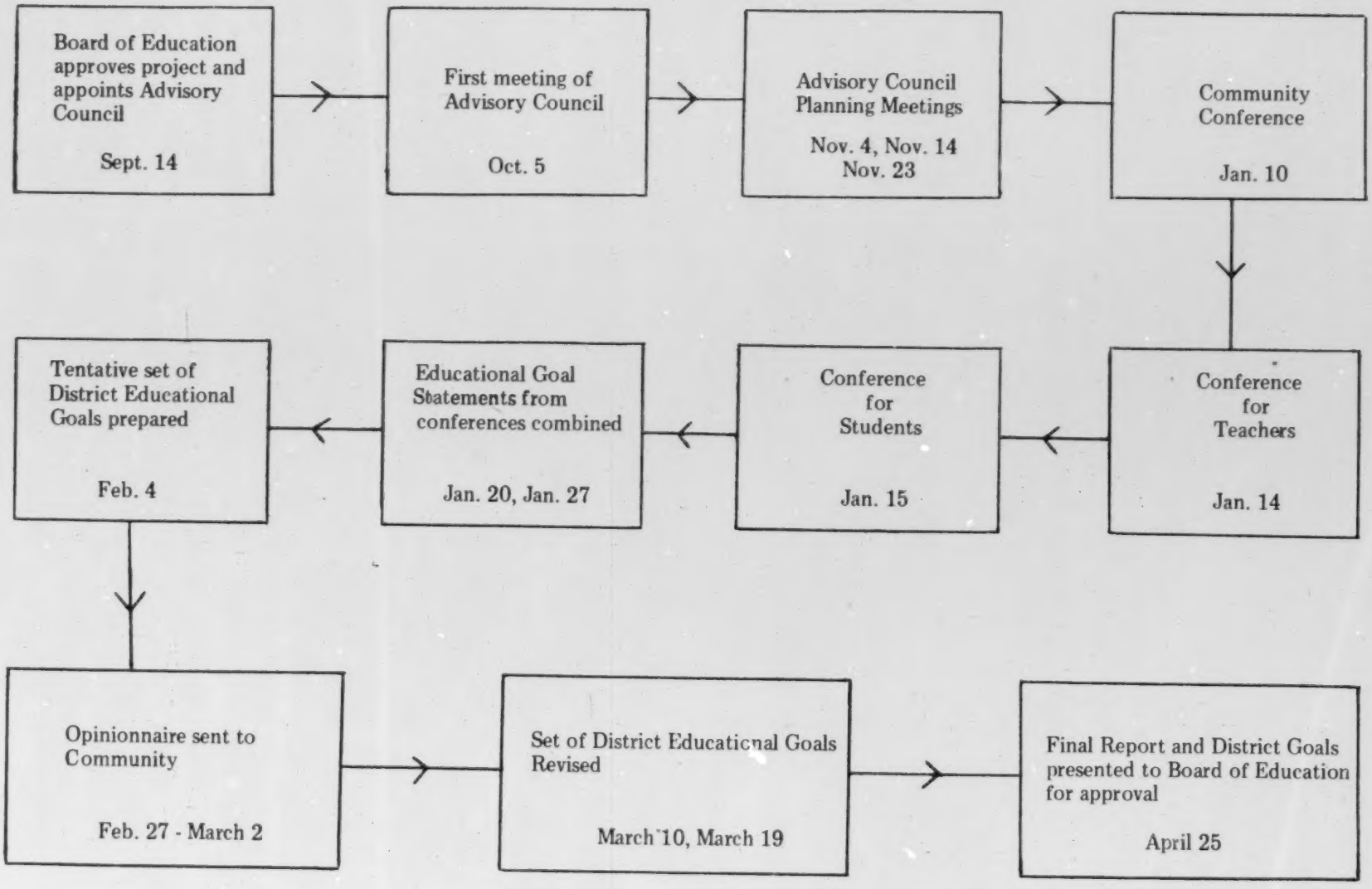
In deciding which models to choose, a number of factors should be taken into account:

1. The general character of the district as outlined in the "District Profile." (page 68).
2. The reaction to preceding activities planned to achieve citizen participation and conducted by:
   a. the schools
   b. other community groups
   c. the goals advisory council
   d. the Board of Education
3. Any significant community events planned for the future which will be conducted by:
   a. the schools
   b. other community groups
   c. the Board of Education (resolutions, budget approvals, etc.)
4. The time of the year, including:
   a. expected weather
   b. the school calendar (especially holidays and vacations)
5. The amount of time needed and the amount of time available for:
   a. planning
   b. implementation
   c. evaluation and conclusion

6. Local resources and budgetary constraints.

7. The cost of the activity (in terms of money, time and human energy) in light of the expected accomplishments.

SAMPLE
PROGRAM OF ACTIVITIES


Board of Education approves project and appoints Advisory Council
Sept. 14
First meeting of Advisory Council
Oct. 5
Advisory Council Planning Meetings
Nov. 4, Nov. 14
Nov. 23
Community Conference
Jan. 10
Conference for Teachers
Jan. 14
Conference for Students
Jan. 15
Educational Goal Statements from conferences combined
Jan. 20, Jan. 27
Tentative set of District Educational Goals prepared
Feb. 4
Opinionnaire sent to Community
Feb. 27 - March 2
Set of District Educational Goals Revised
March 10, March 19
Final Report and District Goals presented to Board of Education for approval
April 25

C. WRITING REPORTS

The advisory council will periodically be asked to report on the progress of the goal development activities. Reports such as the sample, Preliminary Report of the Educational Goals Steering Committee, page 54, should be prepared. After all the goal development activities have been completed, a final report should be written containing the following:

1. A synopsis of the collected opinions, identifying
   a. major areas of apparent agreement
   b. major areas of apparent disagreement
   c. significant trends
   d. clarification of any collected statements which require it
2. A compilation of the opinions collected from the community.
3. An explanation and evaluation of the program.
4. A description and evaluation of specific activities.
5. A description of the procedures used in the development of the program and the planning activities.
6. Any relevant statistics such as:
   a. the number of people involved in the activities
   b. the number of goal statements collected
   c. the number of planning meetings held by the advisory council
   d. the number of community activities conducted
7. Any specific recommendations of the advisory council to the Board of Education concerning:
   a. general recommendations and observations
   b. recommendations which require formal Board action
8. The minutes of advisory council meetings.
9. A set of District Goals.

PRELIMINARY REPORT OF THE EDUCATIONAL GOALS STEERING COMMITTEE

From May 18 to June 20 the Educational Goals Steering Committee met twice weekly to plan for the Delegates Assembly which was held on June 20. The purpose of the Assembly was to involve community members, students, and teachers in suggesting and developing educational goals. The major task involved the selection of approximately 110 delegates, following a 3-1-1 formula: 66 community members, 22 teachers and 22 students. This process was carried out in several steps:

1. The formation of an invitational pool from which the delegates were selected.

    a. Every known organization and interest group was contacted by mail and asked to furnish the name of one or two members who might be interested in participating in the Delegates Assembly.

    b. Each member of the Steering Committee submitted a list of approximately 30 names, chosen so as to achieve a balanced representation of all the groups in the community (geographic, racial, ideological, educational and vocational).

    c. The Steering Committee's student representative contacted 35 high school students who represented diverse viewpoints.

    d. The Student Council at the Jr. high school drew up a list of students who represented various groups in the school.

    e. A list of teachers and other staff members was drawn up using a table of Random numbers. The list included 10% of the staff of each school.

Each person on the list of community members was contacted by mail and/or telephone and asked if he was interested in participating in the Delegates Assembly. Eventually, a list of approximately 300 possible delegates was compiled. The students were contacted personally at their schools. The teachers and other staff members were contacted by the Board office.

2. The selection of delegates

    a. The 15 high school students who accepted the Steering Committee's invitation were all included as delegates. Seven students from Jr. high school were selected as representative of various interests and backgrounds.

    b. All the teachers who accepted the Steering Committee's invitation were included as delegates.

    c. Since there were many more acceptances from one particular area than from the rest of the township, its residents were chosen separately. All those from the other areas who indicated a willingness to participate were selected as delegates. Residents from other areas were chosen to give as close to a proportional representation as possible. The final selection included 33 from K.P. and 33 from the other areas of the township. Areas which lacked representation were B.G., K.T. and the trailer parks, although invitations were sent to residents of some of these places.

Once the delegates were selected, they were divided into 10 groups, or units, of 11 people each. The original 3-1-1 composition was maintained within each unit.

Letters were sent to the delegates to inform them of their selection and the date and time of the assembly. Letters were also sent to those people who were not selected to explain the reasons for the limited number of delegates and to inform them that they would be included in the second assembly, to be held in the fall.

The next step for the Steering Committee was the selection of unit facilitators and recorders for the assembly. Eight members of the committee volunteered their services as facilitators, since it was felt they were more familiar with the process than anyone else. One member of the school board and one resource teacher were recruited to fill the two remaining places. The facilitator's job is to aid his or her unit in its discussion of educational goals and in its formulation of a list of desired goals to be submitted to the assembly as a whole. The chairman of the Steering Committee was chosen to act as Assembly Facilitator.

Members of the League of Women Voters from neighboring communities and several district teachers were requested to serve as recorders. Their task was to record goal statements and the vote cast for each one. A training session was held for the facilitators and recorders during which their respective roles were explained.

The Delegates Assembly was held at the Jr. high school on June 20. Approximately 70 people attended. Each delegate was given a packet explaining the process. After a brief introduction by the Assembly Facilitator, the delegates reported to their unit meetings, which were held in classrooms. One facilitator and one recorder were assigned to each unit. The unit meetings took approximately 1½ hours. In this time, the delegates discussed the statements developed in their unit and voted upon those goal statements to determine which goals they, as a group, felt were most important. A leader was elected from the unit's membership to represent them in the general assembly. The goal statements in each unit were reproduced so that all units could review them. At the end of this stage, the entire assembly reconvened in the library.

During the final stage of the Assembly, the elected leaders sat in a semicircle with their constituents behind them. Only the elected leaders and the Assembly Facilitator addressed the floor. The one exception to this rule was the use of the "hot seat," which was designed to allow anyone to speak his mind if so inclined without engaging in discussion with anyone except the Assembly Facilitator.

The procedure used in the general assembly was similar to that used in the unit meetings. One at a time, the unit leaders presented their group's goals for discussion, refinement and eventual acceptance, rejection or tabling. Although the assembly was scheduled for only one night, only one goal per unit has been discussed by midnight, and the delegates voted to return the next evening to consider the remaining goals.

On June 21, about 50 delegates returned to the Jr. high school library. By a few minutes after midnight, 37 goals had been adopted by over 75% of the assembly, and 11 others by a majority. Three others were included in a minority report. The list of goals is included at the end of this report.

It is also noted that there was concern on the part of some of the participants that the community should continue to be involved in the process by which these goals are to be achieved.

FUTURE PLANS OF THE STEERING COMMITTEE

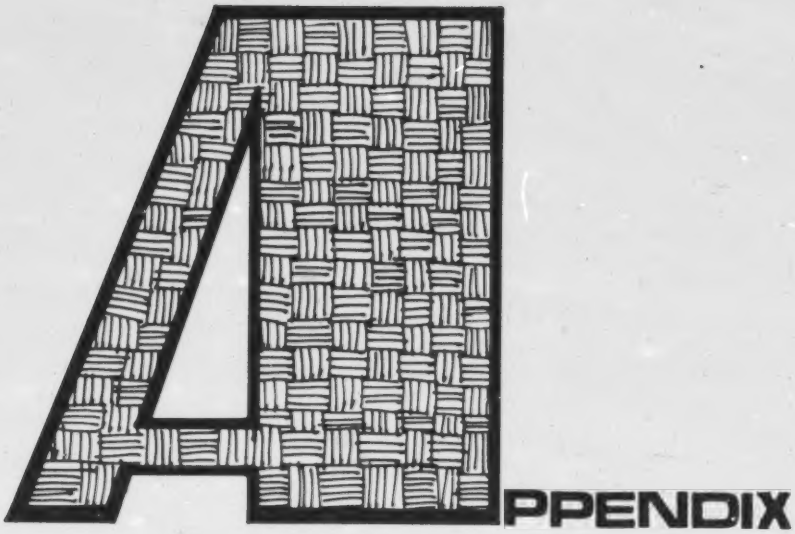
1. A critique of the Delegates Assembly model and of the Consensus model which we used in combination. We have already begun work on these critiques with the hope of improving the techniques for the next Delegates Assembly.

2. A study of the collected goals, a process which will include their categorization and assimilation. This study will result in a more formal set of statements.

3. Arrangements for a second Delegates Assembly to be held in the fall. Special consideration will be given to a means for obtaining representation from areas of the community which did not participate in the first assembly.

4. An Opinionnaire in which the collected goals will be submitted to the entire community with the opportunity for each citizen to comment and/or add his or her own ideas about educational goals.

5. A comprehensive report, based on all of the forementioned activities, to the Board of Education.


APPENDIX

A. THE LEADERSHIP IDENTIFICATION PROCESS*

The Leadership Identification Process identifies formal leaders, those who function in an obvious community leadership position, and informal leaders, those who are not so obvious yet influence decision making. If change is to be accepted by the community, both types of leaders must be involved in helping to determine the direction of the school system. The formal and informal leaders represent a broad cross-section of community attitudes, interests, and concerns.

Potential Products of the Process:

The Leadership Indentification Process can provide:

1. A list of leaders who are representative of various sub-sections of the total community, i.e., people who must be involved in order to maintain a balance of interests, attitudes, and ideas.

2. Information about the attitudes of those leaders toward the educational problems, concerns, interests of the community.

3. A list of the people from which councils and task forces can be created.

4. A list of community resources which could be used to improve the community's educational system.

HOW TO CONDUCT A LEADERSHIP IDENTIFICATION PROCESS

I. Planning

A. Project a time-line for the process.

B. Contact the superintendent and gain his understanding and support for the project. This is critical because his acceptance, or lack of it, will directly affect the success of this activity.

C. Upon the superintendent's recommendation, schedule and conduct a presentation to the Board of Education in order to gain their understanding and support for the project.

D. Identify the known community leaders representing business, labor, ethnic groups. education, government, clergy, the professions, service clubs, volunteer organizations, the press, senior citizens, etc.

E. Make a list of these persons in a chart which includes name, address, phone number, who or what they represent, and scheduled time of interview.

F. Prepare an instrument for a personal interview listing the following questions:

*Written by Kenneth Lippincott, Bureau of General Adult and Community Education, New Jersey Department of Education

1. If you had to plan for improving the community in some way, what five persons would you go to for help? What part of the community do they represent? How can they be contacted?

2. In your estimation, who are the five most successful people (financially or influentially) in the community? What part of the community do they represent? How can they be contacted?

3. If you wanted to gain the thinking of the community on an important issue, what five people would represent the feeling of the community? What part of the community do they represent? How can they be contacted?

4. What are the three most important local problems facing the community?

5. What are the strengths or recources of the community which could be used in dealing with the community's problems?

G. Prepare an interviewer training session.

H. With the assistance of the superintendent, identify potential volunteers to conduct the interviews.

I. Schedule an interviewer training session and invite the potential interviewers to attend.

II. Interviewing

A. Conduct a training session designed to teach the interviewers how to conduct interviews.

B. Conduct the first round of interviews, interviewing the known community leaders identified in Step D of planning.

C. Complete a list of responses indicating the frequency with which a name is mentioned in each interview. This provides the interview list for the second round of interviews.

D. Conduct the second round of interviews including the people who were identified in the first round. (optional)

E. Compile results from the second round of interviews and conduct round three if additional leaders are identified. (optional)

III. Tabulation of Data

A. Tabulate the overall frequency each person is mentioned on the interview forms.

B. Tabulate the frequency each person is mentioned on each question.

1. Question one - people who are viewed as helpers.

2. Question two - people who are viewed as successful.

3. Question three - people who are viewed as knowing the thinking of the community.

4. Compile the number of times a club, organization, or governmental position is given in place of a name and list it with the name of the person who fills that position.

C. Organize the information in chart form:

NAME	PERSONS ROLE	OVERALL FREQUENCY	FREQUENCY ON QUESTION NUMBER			INST.
			1	2	3	
Dr. John Doe	Dr., Rotary	38	20	19	13	9
Pete Smith	Minnesota Rotary Council of Chambers	25	11	9	9	17+9+3
Margie Brown	County Govt. Consumer Advocate	19	6	13	6	x
Charles Fritz	Funeral Director	16	7	11	3	x
Bill Henry	President Board of Education	9	x	4	7	10+7
Alice Green	Contractor Little League	9	9	x	x	x

D. Compile a list of problems identified in question four with the resources identified in question five. Include in the list the person who identified the problem and the part of the community he represents.

E. Compile a list of all those persons interviewed and the group they represent.

F. Compile a list of the people who mentioned each leader. This will provide information useful in creating representative committees.

G. Compile a list of the identified problems and resources. This is a result of examining the problem statements in terms of resources that could be used to help resolve the problems.

Critical Considerations

Conducting the Leadership Identification Process can open the door to extensive and rewarding activities. However, this process is only a tool. Like any tool it can be used either appropriately or inappropriately. Critical to its use are:

1. Timing: This is an effort to build a non-political system for gaining community input, but conducting the leadership identification process during election time may produce unfavorable reactions.

2. Expectations: How this project is presented to the public is important. It should be presented as a tool, not as a miracle cure.

3. Ability to deliver: The superintendent's full support of the project is vital to its success.

4. Project Coordinator's Role: The success of this project depends heavily upon the project coordinator and his or her ability to involve people in the problem solving process.

It should be noted that the data gathered by this process can be applied to many projects that require input from a cross-section of the community. The extent of data analysis depends upon the purpose of the project. In any case the data should be kept in confidence and used only for planning purposes.

B. SAMPLE NEWS RELEASE No. 1

Approval by Board and Selection Procedure

At a meeting last night the Board of Education of _____ School District voted to adopt a plan for developing educational goals with the cooperation of teachers, students, and a committee of citizens.

The plan was described in detail by (name and position) who stressed the importance of moving the schools into a position of accountability for meeting goals approved by the community. He also pointed out the success that this plan has enjoyed in other communities where it has been applied.

Following approval of the plan the Board discussed various methods of selecting the task force which will manage the goal development process. Superintendent _____ emphasized that if the schools are to represent the people of the community, a concerted effort must be made to insure that a broadly representative cross-section of the community is selected to establish the goals.

The Board agreed that selection of the task force should be made by (process). The committee of from _____ to _____ members is to be selected not later than (date) _____ Superintendent _____ will be available for consultation to assist in getting the committee into operation.

SAMPLE NEWS RELEASE No. 2

Announcement of Delegate Conference

Superintendent of Schools _____ yesterday announced the names of _____ citizens who will participate in the Delegate Conference to develop educational goals for the district.

The _____ men and _____ women invited to the Conference are:

Selected to represent a cross-section of the community, the committee will meet on (date) _____ at (location) at _____ p.m. to begin their task of developing educational goals.

In announcing the appointment of the conference members, Superintendent _____ stressed the importance of their task, which may well shape the future of public education in the District for years to come.

The development of goals by the delegate committee is the first step in a process of involving teachers, students, and citizens in a hard look at what is being taught and why. This step will require _____ months at least and even then will represent only the beginning of the effort to strengthen the education program.

Source: Educational Goals and Objectives, Administrator's Manual. Phi Delta Kappa, Inc., P.O. Box 789, Bloomington, Indiana 47401

C. SAMPLE LETTER TO COMMUNITY REPRESENTATIVE

Dear _____:

The Board of Education is requesting your participation in a valuable and unique process concerning the schools. Your assistance, in cooperation with other representative members of our community, is needed to help the district establish goals for learners.

We believe that this process will be different from many approaches to educational planning and will provide a stimulating and rewarding experience for those who participate. We are asking you for a commitment to assist us in this extremely important activity.

If you agree to assist, we will ask you to attend an evening meeting to be held _____ beginning at _____ p.m. and lasting no longer than three hours.

The purpose of the meeting is to develop educational goals for our school district.

We feel strongly that the schools belong to the people, that it is the responsibility of the members of the community to establish educational goals. Once this is accomplished, it then becomes the responsibility of your school's professional staff to teach toward these goals.

We need your help, and we urge you to assist us in this vital activity by attending the meetings described above. Please take a moment now to complete the enclosed postcard for return to the district office so that we can proceed with plans for the meeting.

If you accept this responsibility, you will receive prior to the first meeting an information packet describing more fully the procedures in which you will be participating.

Sincerely,

Enclosure

Source: Educational Goals and Objectives, Administrator's Manual. Phi Delta Kappa, Inc, P.O. Box 789, Bloomington, Indiana 47401

D. A GUIDE FOR GROUP DISCUSSION LEADERS

As a discussion leader for a meeting, you have two primary functions: (1) to stimulate discussion about educational goals, and (2) to help your group develop a set of tentative educational goal statements.

It is not worthwhile to list fixed procedures for a group, because every group will act and react differently, just as every individual in the group will have different thoughts. However, there are a few pointers that may aid you in leading your group's discussion:

1. At the start of the discussion, briefly state the purpose of the meeting.

2. Have everyone, including yourself, introduce themselves stating name, occupation, place of residence, etc., as well as any association they may have or had with education (such as Board Member, parent) so that they present a preliminary image to the others in the group. Name tags will help individuals to speak to each other without the initial problem of learning names.

3. Usually it helps to encourage informality by avoiding hand-raising, addressing the chair, etc.

4. Especially at the beginning of your discussion, individuals may hesitate to speak up. You may have to make a comment and then ask for reactions. Do not be overly with silence and pauses.

5. Do not feel compelled to comment every time someone makes a comment. Don't answer questions... throw them back to another person in the group or to the questioner himself.

6. Don't make a speech about your own views...if you do have something to express turn your idea into a question for the group.

7. You can use what are called "question expanders"--How? Why? Such as? How do the rest of you feel about this?, etc.

8. A successful discussion generates from the group itself and not from the leader. Concentrate on stimulating the group...not pulling it along with you.

9. Sometimes a few people tend to monopolize the discussion. If this seems to be happening, direct a question to those members who haven't been participating.

10. If one of your group talks too much, it might be wise to say; "I think that you've made a good point...let's see what the others think about it."

11. Give people an opportunity to express their thoughts or to present their views. Do not be abrupt or judgmental with respect to the person making the statement.

12. Never force a statement from a silent member. They may have nothing to say at that particular point.

13. The group will probably wander off on a tangent at some point. It will help them to keep on the track if you summarize occasionally by reintroducing a previous topic.

14. People in the group will probably try to discuss matters which are not goals such as: we need more money, we need a new school building, taxes are too high already, etc. Try to keep the discussion from concentrating on topics of this nature by focusing on the theme of what schools should be doing for students. Remember the object is to consider goals; in these meetings the "means" are secondary considerations.

15. Be certain that a conclusion about a goal is not reached too quickly without consideration of the opposing view. If a conflicting or opposing view is not brought up regarding a given concept, maybe you could do so.

16. Create opportunities for everyone to speak by occasionally asking if there is agreement on a given point.

17. If the group, or one or two participants, become embroiled in discussing a particular question and things appear to be getting "heated", remind the group that the subject is controversial or open to different interpretations and that is one reason for the group being brought together. It may also become necessary to make the point that the group is discussing ideas and not personalities, political groups, or specific organizations.

18. If one or more members persist in sticking to a given subject, permit this expression to take place for awhile. Then, when appropriate, remind the group about its purpose or of a previous discussion point and ask for additional comments in that direction. This will usually get the discussion back on the right track. However, occasionally the group will choose to return to the former discussion which appears tangential or non-productive. If this happens, have the group decide for itself what it wants to do by having a show of hands.

19. If there are observers visiting your sub-group's meeting, be careful not to allow them to comment too much about what is being said. They could, without meaning to, take the discussion away from the participants.

20. Remember that education should be considered on many levels (pre-school, K-12, vocational, adult and continuing education). Sometimes, because high school students are in the group, discussion tends to be limited to the high school level. If this happens, ask the group from time to time if there are any comments concerning goals or priorities at one of the other levels.

21. Near the conclusion of the meeting, you or the recorder should quickly sum up.

22. Before adjourning, be sure to thank the group members for their participation and the recorder for his or her efforts.

E. GUIDE FOR RECORDERS

As a recorder, your job is to clearly record the ideas expressed by the people taking part in the meeting. This will require that you take notes during the meeting and that you write a report soon after.

In your notes you should not try to take down everything that is said, but you should try to get the key idea in each remark. Something that seems unimportant to you at the moment may be regarded as very important by the people at the meeting or may become very important later on. If necessary, you may ask a speaker to repeat what he said to get it down correctly, but this should not happen too often.

Use any system of taking notes that you prefer, but be sure that you will be able to make full use of your own notes later when you prepare your report. It will be easier if you write up your report as soon as possible after the meeting while it is still fresh in your mind.

In your report try to be objective; that is, give a fair presentation of what people actually said, whether or not you liked it or agreed with it. It isn't necessary to include the name of each speaker. Don't use abbreviations from your notes as other people may not know what they mean. If possible, have the chairperson of your meeting read your report to see if there are points that should be added or modified.

Some of the questions that should be answered in your report include:

1. Where and when was the meeting?

2. What were the main subjects discussed? What were the main points said about each subject?

3. On what points did the people at the meeting seem to be in agreement? In particular, were there some educational goals that most people seemed to feel were either good ones or bad ones?

4. On what points was there disagreement? Exactly what was the disagreement about? If the people who disagreed later reached an agreement, what did they agree on?

5. What points did people seem to feel most strongly about? Was there any discussion of priorities (the things that it is most urgent for the schools to be doing?) If so, what did these priorities seem to be?

6. What did people have to say about the next steps to be taken in the program?

F. SAMPLE MINUTES OF AN ADVISORY COUNCIL MEETING

Pondunk Public Schools

EDUCATIONAL GOALS STEERING COMMITTEE
Minutes of the September 7th Meeting

The thirteenth meeting of the Educational Goals Steering Committee was held at 8:00 p.m., Tuesday. Sept. 7th, at the Board office.

PRESENT: J._____, G_____, M._____, A._____, C._____, A._____, A._____, S._____, J._____.

ABSENT: M._____, L._____, N._____, F._____, and S._____.

The minutes of the August 11th meeting were accepted as read. However, because of personal calendar conflicts, plan of action dates were changed as follows:

Plan of Action (Target Dates)

Sept. 23 - Meeting: (See agenda below)
Sept. 30 - Meeting: Selection of student delegates Review plans, logistical problems
Oct. 7 - Meeting: Final Selection of Community and teacher delegates
Oct. 14 - Meeting: Assign delegates to units, Last minute arrangements
Oct. 21 - Training Session of Facilitators and Records
Oct. 24, 25 - Delegate Assembly

Selection of Representatives for Delegates Assembly

The list of referrals for the nominating pool, obtained from community contacts by members of the committee, were submitted to J._____. Discussion concerning methods of selection for the assembly led to a list of priorities, which is:

1. Affirmative responders not invited to first assembly
2. Negative responders considered potentials for the next assembly (Responded "No" with good reason)
3. New names submitted for nomination pool by outside sources
4. Those who said "Yes" and didn't attend and those who did not respond at all

Note: The focus of selection for the second assembly is representation from areas other than K. (Nos. 3, 4, 5)

Selection of Students for the Assembly

High School - 16
Jr. High - 8

A._____, C._____ and G._____will approach high school students in random homerooms on Sept. 14, 15 and 16 to obtain a pool of 20 names for the next committee meeting. S._____will contact student council at the Jr. High. They are to collect 12 names for the next committee meeting.

Selection of Teachers for the Assembly

High School - 9
Balance from other schools - 13

The same formula used for the first assembly will be used for the next assembly. (10% of each school's roster).

Discussion concerning the high school revealed the need to insure a balance of teachers from different departments. (Certain departments of the high school had no representation at the last assembly).

A pool of 12 teachers from the high school will be selected at the next meeting. Rather than selecting teachers by using the Table of Random Numbers, other alternatives were brainstormed. The committee decided on a Lottery. J._____ will prepare material for the Lottery which will be held at the next meeting on Sept. 23.

The committee agreed that it was not necessary to review the sub-committee's classification of goals from the first assembly until after the collection of new goals from the second assembly when all of the goals will be reevaluated.

Facilitators and records will be considered at the next meeting. The committee agreed to ask B._____ to serve as facilitator again.

Agenda for Sept. 23

1. Nominational pool (Develop list of invitees)
2. Invitational letter
3. Facilitators and Records

The meeting was adjourned at 10:15 p.m.

Respectfully submitted,

J._____, Recorder

G. DISTRICT PROFILE

1. The total community population is _____.
2. The total school district population is _____.

   elementary _____ junior high _____

   adult _____ senior high _____

3. The ethnic distribution by percent is _____.
4. Proportion of families in the community with at least one school age child is _____.
5. The proportion of families in the community who receive some form of public assistance or income support is _____.
6. The portion of adults and children whose primary language is not English _____. The portion of school age children is _____.
7. The proportion of citizens who respond favorably to school board elections and budget referendums _____.
8. The proportion of adults age over 50 is _____.
9. Proportion of individuals in community who belong to major interest groups _____.
10. Proportion of students attending private or parochial schools _____.
11. Proportion of students continuing education past high school:

    4 year _____ 2 year _____ other programs _____

12. Proportion of students who remain in the community to live _____, to work _____.
13. The proportion of the community employed in occupational categories (from U.S. Census) _____ _____ _____ _____.
14. Geographic employment patterns:

    work in district area _____ 1-20 miles _____ 20-40 miles _____

    40+ miles _____

15. Proportion of families with 2 working parents _____.
16. Other _____.
17. Projected community population over next five years:

    Increase _____ Decrease _____

18. Projected school population over next five years:

    Increase _____ Decrease _____

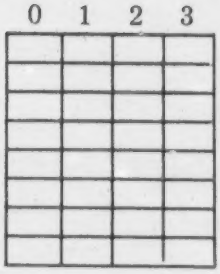
H. TEACHER QUESTIONNAIRE

Name _____ Subject or Grade Level _____

In terms of the grade level you teach or the subject you teach, please complete this questionnaire indicating the degree of emphasis you feel is placed on the specific goal in your grade level or the subject you teach. If you teach more than one subject, please fill out a separate questionnaire for each subject you teach. If you coach or direct a student activity, please fill out a questionnaire for that activity. Use the following scale:

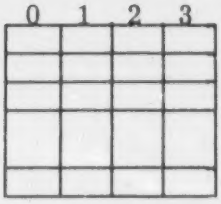
0 - no emphasis
1 - slight emphasis
2 - moderate emphasis
3 - heavy emphasis

Skill in the fundamental learning processes



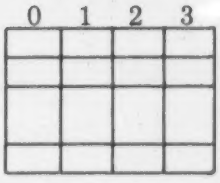
to develop the ability to read effectively
to develop the ability to listen effectively
to develop the ability to speak effectively
to develop the ability to write effectively
to develop the ability to use numbers and mathematics effectively
to develop the ability to observe effectively
to develop the ability to think and to reason effectively
to develop the ability to think creatively

An understanding of man as an individual



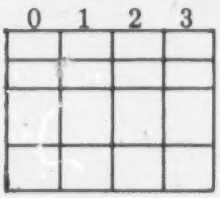
to accumulate knowledge of the psychology of the human being
to accumulate knowledge of the physiology of the human body
to develop conduct and actions based on a sense of the student's own worth and dignity and the worth and dignity of every individual
to develop a personal philosophy as a guide to life's choices
to develop an appreciation for beauty in color, sound, word and motion

Competencies in physical skill and health



to acquire information concerning health, disease and personal safety
to develop muscular coordination and body control
to develop appropriate physical skills and an attitude toward the need, physically, and mentally, for recreational activity
to develop a concern for public health and safety

An understanding of the physical world



to accumulate knowledge about the sciences of life
to accumulate knowledge about the sciences of the earth and universe
to accumulate knowledge about the sciences of physical materials and forces
to understand man-made environment and its relation to natural environment

An understanding of man in society

0	1	2	3

to develop an understanding of the importance of the family and each individual's role and responsibility
to develop knowledge and appreciation for the rights and responsibilities in a democracy at local, state and national levels
to accumulate a knowledge and respect for the history of our own and other cultures and civilizations
to develop an understanding of political patterns in our nation and other parts of the world
to develop an understanding of economic principles and patterns
to develop an understanding of social patterns in our own and other cultures

Competency to contend with future change

0	1	2	3

to accumulate knowledge about the world of work and make appropriate vocational choices
to develop a marketable skill
to develop economic competence and understanding in personal buying, selling and investment
to develop the ability to adjust to a changing environment and the changing demands of society

Source: Filep, Robert. Evolving Educational Goals for California Schools: Four Case Studies California School Boards Association, Oct. 1970, pp 75, Ed 047 405.

I. COMMUNITY CROSS SECTION CRITERIA

This is a criteria list for us in selecting possible members for the Goal Development Advisory Council. Categories not on the sheet may be added.

You may wish to have one person that fits several categories. Enter the name and beside the name place the numbers of the other categories.

Example: Category II Age Status
B. Middle ---------- [John Jones, I-C, IV-C, etc.]

I. Employment Status

Employed:

A. Civil Service ---------- [ ]

B. Self ---------- [ ]

C. Industry/Business ---------- [ ]

D. Agricultural ---------- [ ]

E. Profession ---------- [ ]

F. Unemployed ---------- [ ]

G. Welfare ---------- [ ]

II. Age Status

A. Retired ---------- [ ]

B. Middle ---------- [ ]

C. Young Adult ---------- [ ]

D. Young ---------- [ ]

III. Geographical Exposure Status

(list specific areas)

IV. Educational Status

A. Less than 8 years ---------- [ ]

B. High School ---------- [ ]

C. AB/BS Degree ---------- [ ]

D. Advanced Degree ---------- [ ]

V. Philosophical Status

A. Conservative ----------

B. Liberal ----------

C. Middle ----------

D. Protestant ----------

E. Catholic ----------

F. Other ----------

VI. Family Status

A. Single ----------

B. Divorced ----------

C. Married w/children ----------

D. Married w/o children ----------

VII. Economic Status

A. Poor ----------

B. Low income ----------

C. Middle Income ----------

D. "Well off" ----------

VIII. Sex

A. Male ----------

B. Female ----------

IX. Ethnic Groups

A. Black ----------

B. White ----------

C. Spanish-American ----------

D. Others (list) ----------

Source: Filep, Robert. Evolving Educational Goals for California Schools: Four Case Studies. California School Boards Association, Oct. 1970, Pp. 75, ED 047 405.

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Developing an Operational Philosophy of Education ($2.25)
Winnowing Concerns for Priority Needs ($1.75)
Effective Assessment with Traditional Records and Concepts ($3.00)
Emerging Designs of Assessment in Education ($3.00)
Problem Definition ($2.25)
Mission and Function Analysis ($2.00)
Task and Methods-Means Analysis ($2.00)
Modeling ($3.00)
Simulation Games ($2.25)
Cost-Benefit/Effectiveness Analysis ($3.00)
Implementation : Networks and Management ($2.75)
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